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THE AMERICAN School Board Journal

A PERIODICAL



SCHOOL ADMINISTRATION



FEBRUARY 1912

ST. LOUIS CONVENTION NUMBER

WM GEO. BRUCE PUBLISHER

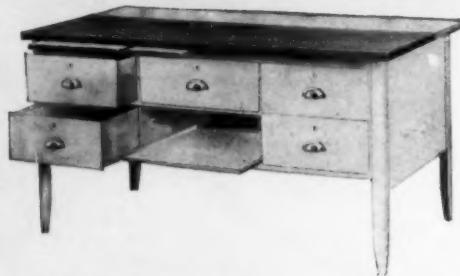
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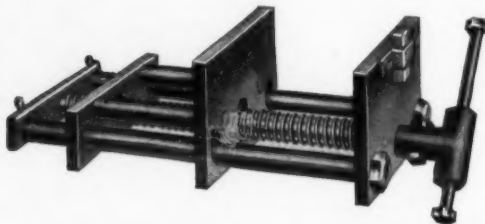
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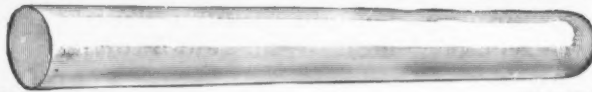


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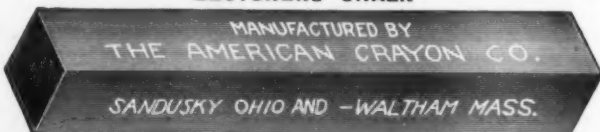
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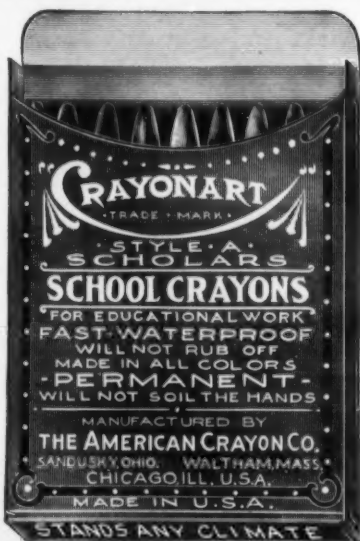
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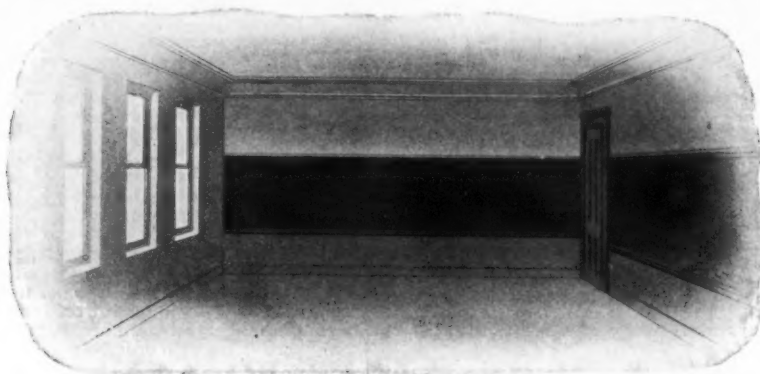
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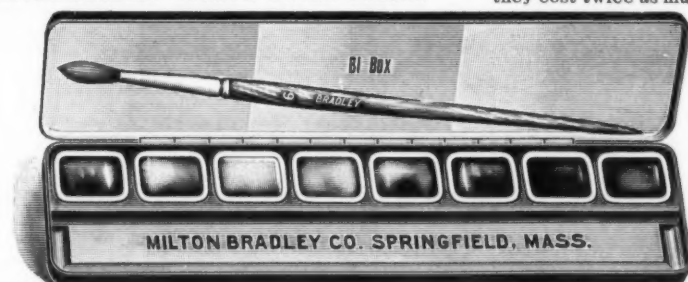
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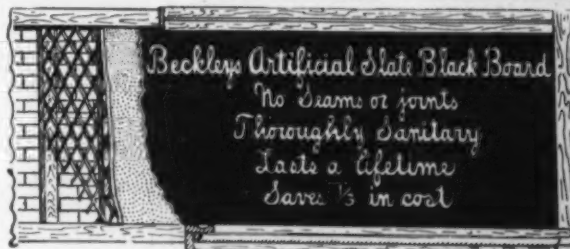
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Vol. 44

FEBRUARY, 1912

No. 2

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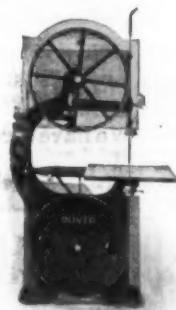
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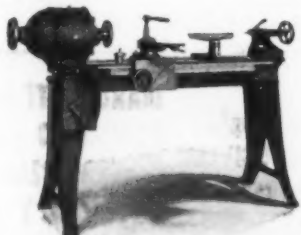


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	Nebraska State Normal School, Wayne, Neb.
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	etc., etc.

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Mr. R. S. Thompson, head of our Manual Training Department, and an expert in this line, will be at the Planters' Hotel (room 325) February 27-28-29, where the Orr & Lockett goods will be exhibited. Everyone interested in Manual Training should make it a point to visit this display. Mr. Thompson will welcome any inquiries regarding supplies and equipment.

Why Are These Cities Progressive?

ALABAMA Auburn Birmingham ARKANSAS Fort Smith Wynne CALIFORNIA Alameda Corona Eureka Long Beach Santa Monica Visalia COLORADO Colorado Springs Durango Fruita Idaho Springs Lamar Leadville Longmont Manitou Pueblo Rocky Ford Telluride CONNECTICUT Bridgeport Meriden Middletown New Britain Shelton Stonington Waterbury FLORIDA Madison Miami GEORGIA Augusta Brunswick Dawson Eastman Rome Thomaston IDAHO Blackfoot Boise City Idaho Falls Nampa Twin Falls ILLINOIS Canton Carlinville Centralia Dolton Eldorado Forest Park Freeport Galena Gibson City Greenville Herrin Highland Park Hindsboro Joliet Kankakee La Salle Lincoln Litchfield Marion Maywood Moline Normal North Berwyn Oak Park Quincy Savanna Springfield INDIANA Anderson Cambridge City Connersville Corydon East Chicago Fort Wayne	Gary Greenwood Goshen Hammond Hartford City Hobart Kendallville Liberty Logansport Mishawaka Mount Vernon New Harmony North Vernon Seymour South Bend Whiting Winamac IOWA Albia Avoca Bloomfield Boone Burlington Cedar Falls Cresco Dubuque Fairfield Fort Madison Lamoni Marshalltown Oskaloosa Ottumwa Perry Sioux City Sioux Rapids Spencer Storm Lake Washington Waverly What Cheer KANSAS Arkansas City Coffeyville Emporia Eureka Fort Scott Independence Junction City Kansas City Lawrence Oakland Osawatomie Parsons Topeka KENTUCKY Bowling Green Covington Elizabethtown Louisville Owenaboro Paducah Shelbyville Stanford LOUISIANA Assumption Parish Avoyelles Parish Caldwell Parish Madison Parish West Baton Rouge Parish MAINE Fairfield Hallowell Skowhegan MARYLAND Centerville Cumberland Denton Easton MASSACHUSETTS Marlboro Melrose Pittsfield Swampscott MICHIGAN Alma Alpena	Ann Arbor Battle Creek Bay City Calumet Coldwater Grand Haven Hastings Holland Houghton Ionia Ishpeming Manistee Marquette Menominee Mt. Clemens Negaunee Niles Norway Petoakey Pontiac Saginaw, E. S. Sault Ste. Marie St. Ignace Traverse City Wyandotte MINNESOTA Albert Lea Cloquet Crookston Eveleth Floodwood Grand Rapids Hibbing Mankato New Ulm North St. Paul Owatonna Rochester Virginia Winona Worthington MISSISSIPPI Brookhaven Crystal Springs Hazelhurst Meridian Senatobia MISSOURI California Cape Girardeau Carl Junction Cartersville Columbia Farmington Ferguson Fredericktown Kennett Lexington Macon Mexico Monett St. Louis Sedalia Springfield MONTANA Bozeman Butte Lewistown Missoula NEBRASKA Fremont Hastings Hebron South Omaha NEVADA Elko Goldfield Reno Sparks NEW JERSEY Bordentown Elizabeth Midland Park Ocean Grove Paterson Rahway	NEW MEXICO Albuquerque NEW YORK Akron Alexandria Bay Amsterdam Buffalo Clifton Springs Dunkirk Elmira Frankfort Herkimer Ilion Lansingburg, Troy Mount Vernon Nyack Oneonta Oswego Port Jervis Poughkeepsie Rye Syracuse Watervliet NORTH CAROLINA Asheville Edenton High Point Marion Mooresville Raleigh NORTH DAKOTA Bismarck Devils Lake Larimore OHIO Alliance Bellaire Bluffton City Bluffton Township Coshocton Chillicothe Dayton Delaware East Cleveland Findlay Fremont Galion Hillsboro Huron Kent Lancaster Lebanon Lisbon Loveland Marion Massillon Medina Miamisburg Middletown Mingo Junction Newark New Bremen New Philadelphia Niles Sidney Steubenville Wellington Wellsville OKLAHOMA Bartlesville Durant Muskogee Sallisaw Stigler Stillwater Watonga OREGON Albany Eugene The Dalles PENNSYLVANIA Beaver Blairsville Grove City Harrisburg Mauch Chunk Millersburg	Oil City Phoenixville Reading Ryersford Wilkesburg SOUTH CAROLINA Columbia Georgetown McColl SOUTH DAKOTA Aberdeen Canton Flandreau Lead Rapid City Springfield TENNESSEE Bristol Johnson City TEXAS Ballinger Cuero Hillsboro Mart San Antonio Temple Terrell Texarkana Victoria UTAH American Fork Brigham Jordan District Park City Salt Lake City VERMONT Montpelier Randolph VIRGINIA Bristol Newport News WASHINGTON Centralia North Yakima Olympia Port Angeles Ritzville Seattle Spokane Vancouver WEST VIRGINIA Elkins Huntington McMechen Moundsville Parkersburg Piedmont Wellsburg WISCONSIN Beaver Dam Beloit Cudahy Green Bay Kenosha Manitowoc Marinette Mayville Merrill Mondovi Onalaska Ripon River Falls Sheboygan South Milwaukee Sparta Stevens Point Sturgeon Bay Superior Washburn WYOMING Laramie Rock Springs
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Why Are These Cities Progressive?

This is a very good question to ask, "Why Are These Cities Progressive?" It can be answered as readily as it is asked. These cities are *Progressive* because they do the things which make for progress and know what to do because every member is informed.

Every member of every board of education in the above list receives the *American School Board Journal* either at his home or his place of business. He gets it where he has most time to read it and he reads it because we make it so interesting that he can't help keeping informed.

Look at any of the above school systems and ask yourself this question: "Why isn't my board in this list? Are we less progressive?"

Let me answer the question by sending you my special rates to your board.

Wm. Geo. Bruce, Publisher, Milwaukee and Michigan Sts., Milwaukee, Wis.

For Quick Help

In locating and selecting manufacturers or dealers in school furniture and supplies, school building materials and equipment, write to the *Subscribers' Free Service Bureau* of the American School Board Journal.

We have had so many inquiries relating to school materials that we have found it necessary to provide ourselves with complete information on the furnishing of schoolhouses. If you have any question to ask, or wish to be placed in touch with the makers of any article of school equipment, check the list below, mail to us, and we will give it our prompt attention.

Check This List

Ajustable Window Shades...	Lockers.....
Art Supplies.....	Machinery.....
Athletic Field Apparatus...	Manual Training Benches...
Auditorium Chairs.....	Manual Training Supplies...
Bells.....	Maps.....
Blackboards.....	Natural Science Apparatus...
Book Covers.....	Paper Towels.....
Caps and Gowns.....	Pencils.....
Charts.....	Pencil Sharpeners.....
Crayons.....	Pens.....
Deafening Quilt.....	Physical Geography Supplies.....
Desks and Seats.....	Plaster Casts.....
Diplomas.....	Playground Apparatus.....
Domestic Science Equipment.....	Plumbing Fixtures.....
Domestic Science Benches...	Portable Schoolhouses.....
Domestic Science Stoves....	Projection Lanterns.....
Drawing Supplies.....	Program Clocks.....
Drawing Tables.....	Sanitary Fixtures.....
Drinking Fountains.....	School Furniture.....
Erasers.....	School Supplies.....
Fire Escapes.....	Scientific Apparatus.....
First Aid Cabinets.....	Slating.....
Flags.....	Stationery.....
Globes.....	Statuary.....
Gymnasium Apparatus	Sweeping Compounds.....
Heating Apparatus.....	Typewriters.....
Inks.....	Vacuum Cleaning Systems...
Ink Wells.....	Ventilators.....
Janitor Supplies.....	Vises.....
Kindergarten Supplies.....	Wagons.....
Laboratory Furniture.....	Waste Baskets.....
Lathes.....	Woodworking Machinery...

Textbooks

Agriculture.....	German.....
Algebra.....	Greek.....
Arithmetic.....	History.....
Art.....	Language and Grammar....
Astronomy.....	Latin.....
Biology.....	Manual Training
Bookkeeping.....	Music.....
Botany.....	Nature Study.....
Business Law.....	Physics.....
Chemistry.....	Physiology and Hygiene....
Civil Government.....	Political Economy
Composition and Rhetoric...	Readers.....
Dictionaries.....	Shorthand.....
English Literature.....	Spanish.....
French.....	Spellers.....
Geography.....	Typewriting.....
Geology.....	Writing.....
Geometry.....	Zoology.....

Additional Wants

WM. GEO. BRUCE, Publisher, Milwaukee, Wis.

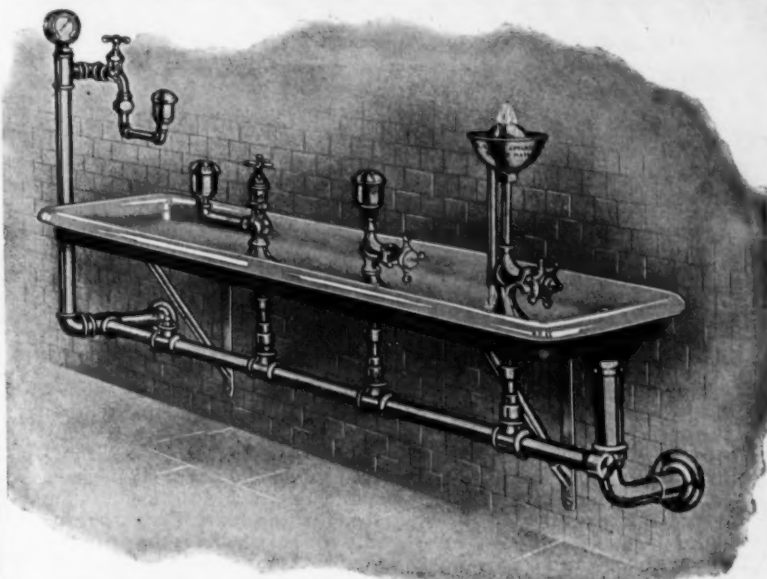
Dear Mr. Bruce:— We are interested in the items as checked above. If you will place us in touch promptly with manufacturers or publishers, you will be of help to

(Signed)

City..... State.....

Official..... Bids.....
Title..... Wanted by191..

THE KEITH BOSTON BUBBLER



Designed by Prof. Keith (Prof. of Bacteriology at the Mass. Inst. of Tech.) after having made a study of the fountains formerly used in the schools of Newton, Mass.

The KEITH BOSTON BUBBLER is the ONLY bubbler having a serviceable AUTOMATIC pressure regulator. Mr. L. E. Thompson, Sec. of Bd. of Ed. of Lynn, Mass., writes:

"On the ordinary fountains during recess time the flow was diminished to such an extent that the fountains became useless. The Keith Bubbler, with the automatic regulator, overcame this trouble and a constant flow of water at all periods of the day was obtained."

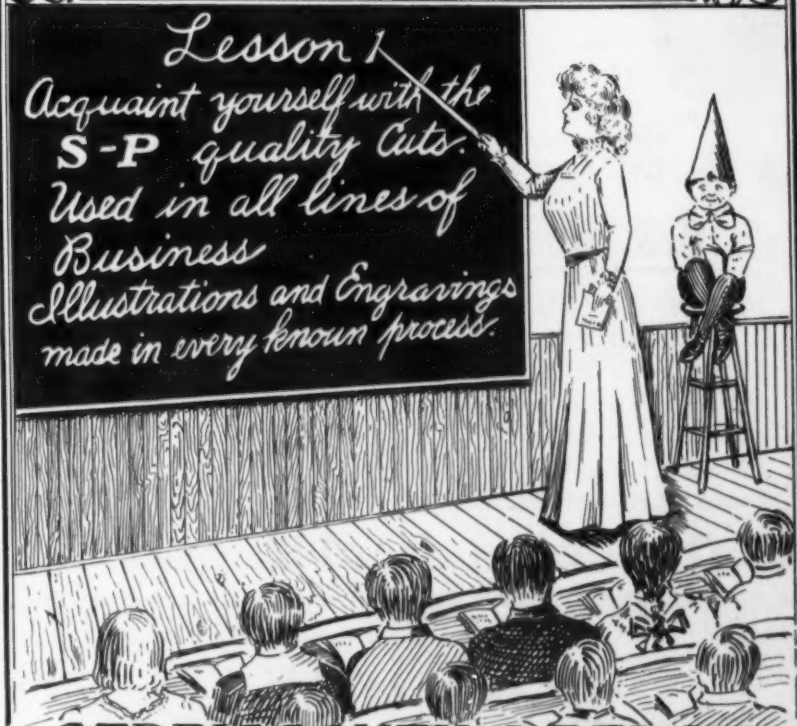
Non-Squirting and Sanitary

The entire convex surface continually washed by the flow of water while the bubbler is in use. New catalogue being prepared.

Try a KEITH BOSTON BUBBLER a month without expense.

We guarantee a uniform height of stream.

L. E. Knott Apparatus Co.
Boston, Mass.



STREISSGUTH-PETRAN
ENGRAVING CO.
WEST WATER & WELLS ST. ÷ PHONE GRAND 1960.
MILWAUKEE

The Tannewitz


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STEEL INK WELL**



This Inkwell is original. It is designed to give satisfactory results to the user. Manufacturers combined their ideas in a determined effort to produce an Inkwell that would give satisfactory results. Every feature entering into the making and use of an Inkwell was given careful thought. For example, the manufacturing end was carefully studied so that the Inkwell could be economically made and the service obtained marketed. So reasonable is the price that for the price paid is far in excess of any other Inkwell made. Never before were more sincere efforts used or better judgment exercised to furnish School Boards with an Inkwell that would give satisfactory results. Today thousands of schools in our country are profiting thru the use of this Inkwell. The manufacturers are ready to send a sample to you and will gladly do so if you will write.

The Tannewitz Works
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1. Quick and perfect in operation. No dripping and spilling of ink. No overfilled wells.
2. Simple in construction - pulling out handle removes all parts. Easily repaired.
3. Holds one pint of ink.
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In order that you may satisfy yourself before buying, we will deliver One Doz. Wells (state size of opening) and One Filler upon receipt of \$1.00.

Our customers say:
"Goods received; send another Filler at once."
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Write for Circulars and Prices before buying elsewhere.

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Jameson's Anatomical Plates	10.00
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McConnell School Supply Co.
4430 MARKET STREET PHILADELPHIA, PA.

SLATE BLACKBOARDS

Produced by us from
STRONG ROCK—SUPERIOR FINISH
WE ARE FIRST HANDS
CATALOGUE ON APPLICATION

"U. S."



Pat. Dec. 18, '06
Pat. Jan. 19, '06

"SUPERIOR"



Pat. Claims Allowed

YOU take no chances in buying either of the above styles of ink wells for old or new school desks. The "U. S." fits the different size holes in old desks perfectly.

QUALITY, DURABILITY AND UP-TO-DATENESS are a few of the many traits possessed by our goods.

Of course you want to be convinced, so let us send you testimonial letters and samples of either style or both. Understand that you do not place yourself under obligation in accepting samples.

It is not necessary that you buy direct, your dealer will supply you.

U. S. Inkwell Co. Inc.
Evansville, Ind. Des Moines, Ia.

SQUIRES INKWELL COMPANY



No. 8



Squires No. 2 Inkwell

Squires No. 8 Inkwell

Undoubtedly our flush Inkwells are the best on the market and more extensively used than any others. Our No. 8 fits the same size hole as does our No. 3, but holds about 50% more ink and is generally preferred on that account. It is finished in bronze but will nickle when so ordered.

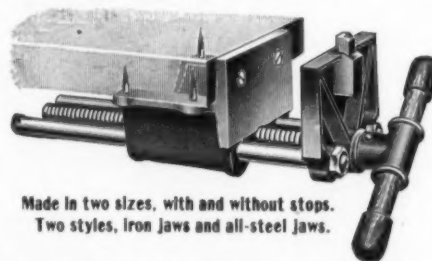
Our No. 2 sliding lid Inkwell has a wide flange and will cover up or fit any hole from 1 1/4 to 2 1/4 inches in diameter. It was designed especially to refit old desks. This Inkwell extends less than 1/4 of an inch above the surface of the desk, is nearly as good in this respect as a flush Inkwell. The glass sets inside the iron holder.

See last month's Journal for other styles. Write for illustrated circular and prices.

SQUIRES INKWELL CO., - - - Pittsburg, Pa.

Has it occurred to You
that **Wilcox Rapid Acting Vises** are
WITHOUT A COMPETITOR?

The fact that thousands are in use among leading Manual Training Schools, and approved by competent teachers encourages us to offer a Vise on trial free of charge.



Made in two sizes, with and without stops.
Two styles, Iron jaws and all-steel jaws.

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prices

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Richards-Wilcox Manufacturing Co.
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THE RAPID BLACKBOARD LINER

Easy to Handle.
For Music and Penmanship.
Sent postpaid on receipt of 25 cents.
College and School Supplies.

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57-59 E. 11th St. NEW YORK

ESTABLISHED 1884

E. J. JOHNSON

38 PARK ROW Blackboard Quarries, BANGOR, PA. NEW YORK

Prices quoted including freight. Pamphlet with
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QUARRIES OF
ROOFING SLATE—Black, Green, Purple, Red
STRUCTURAL SLATE—Steps, Platforms, Urinals, etc.



St. Louis has contracted for 25,000
of the *Single Pedestal Type*
(Specially designed by Arch. Wm. B. Ittner)



AMERICAN STEEL SANITARY DESKS

Electrically Welded.—Guaranteed for a Lifetime.

EVERY SUPERINTENDENT AND SCHOOL official is invited to inspect these desks in St. Louis, new *Soldan High School*, during the meeting of the Department of Superintendence, N. E. A. This is an opportunity to see for yourself the greatest advance in sanitary school equipment in many decades.

Let us send you Descriptive **Booklet A 6.** (A Post Card brings it.)

OUR STEEL DESKS ARE MADE IN 3 STYLES AS illustrated: Stationary Automatic Desk, Single Pedestal Desk and Chair, and Adjustable Desk and Chair. No breakage--our triangular steel is the strongest construction known. No bolts or rivets used to assemble steel parts. No filigree work. All steel parts finished in our new sanitary gun metal enamel.

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We are the largest manufacturers in the World. Free Booklet A 10.

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SCHOOL SUPPLIES

New 120 Page Catalog A 16. Everything for the Schoolroom.

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Pittsburg.



The Peabody School Furniture Co.,

NORTH MANCHESTER, IND.

For prompt service and satisfaction, we solicit your inquiries on

School Desks,
Opera and
Folding Chairs



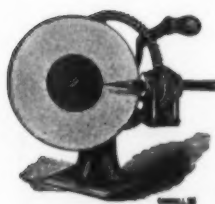
SCHOOL FURNITURE

We call the attention of purchasers of School Furniture to the illustration of our Standard Adjustable desk.

We do not make monstrosities and call them School Desks. We have several new designs in adjustable desks that we will be pleased to show. We have the *Best Sanitary* school desks made. Write for prices and samples.

Still making the Faultless and Standard school desks. Manufacturers of silica blackboards. Goods guaranteed forever. Send in your orders and get good goods and honest treatment.

Haney School Furniture Company
GRAND RAPIDS, MICH.



The GEM PENCIL SHARPENER

Sharpens Both Lead and Slate Pencils

You can point a pencil very nicely with your knife when it is sharp. When it is not—and lead dulls it very quickly—it will break the lead. Any machine with steel cutting edges or knives will act just the same. That is one reason for the failure of many machines. They are not practical. We claim that ours is practical and would like to have you try them.

Price \$3.50. Send for descriptive circular.

Manufactured by F. H. COOK & CO., Leominster, Mass.

SILENT GIANT



NOT IN
ANY TRUST OR
COMBINATION

Insured for 20 Years
against all
Defects and Breakages

Get the Desk that will give you
STRENGTH, SERVICE and SANITATION

ALL ORDERS FILLED PROMPTLY
CATALOGUE SENT ON REQUEST

PETER & VOLZ,
MANUFACTURERS

Office and Factory: ARLINGTON HEIGHTS, ILL.

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WOLFF PLUMBING GOODS
FIFTY-SEVEN YEARS OF QUALITY

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Our business commenced in 1855. We have been serving the public for over *fifty-seven* years. We offer you the experience, applied knowledge and perfected workmanship of fifty-seven years in every article you buy. We make a specialty of the manufacture of Plumbing Goods for educational institutions. Everything you buy from us is backed by the whole strength of a complete array of factories engaged in its production.

Goods bearing "Wolff" guarantee label and "Wolff" trademark are a positive insurance against disappointment, dissatisfaction and loss.

We will be glad to send you literature and prices on all the Plumbing Goods you wish for the new year. Write for our special School Catalogue today.

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Manufacturers of **PLUMBING GOODS EXCLUSIVELY**

The Only Complete Line Made by Any One Firm

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Washington, D. C., 327-328 Bond Building Cincinnati, Ohio, 506 Lyric Building
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Dallas, Texas, 2107 Pacific Ave.

A Bubbler that Bubbles



Twentieth Century Drinking Fountains are made for use, not to be used as ornaments. The bubbling stream is made to fit the mouth of the child, not that of a bird.

We make them to fit all conditions at reasonable prices. Mechanically built for hard usage. Reversible at will.

With or without Porcelain Tops.

Write for prices and catalogs

M. H. Foundry & Mfg. Co. Belleville, Ill.

HAMRICK-TOBEY

SANITARY PATENT DRINKING FOUNTAIN

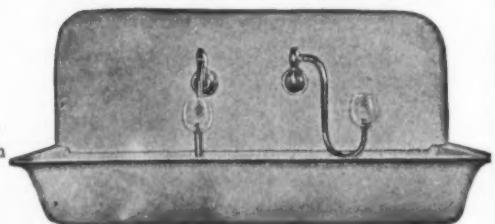
Sanitary, Economical, Cheap, Easily Attached, Durable. Best of material, uniform flow. Can be used by any child.



No. 1 for Lavatory Bowl



No. 2 for Recessed Wall Basin



No. 2 for Common Sink



No. 3. Closes automatically

They regulate the flow under varying pressure. Flow can be shut off by swinging to wall.

They fit all old or new plumbing.

Thirty days' trial, free.

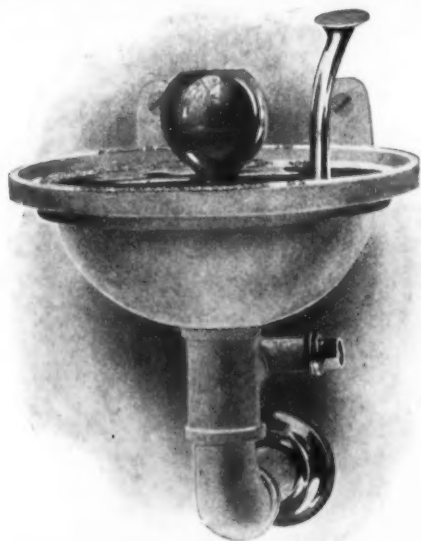
Special Price to Schools.

HAMRICK-TOBEY CO., Wausau, Wis.

Bubbling Drinking Fountains and Paper Towels

We have just mailed our catalogue to every school superintendent, college president and school committeeman in the United States. If this has not been delivered, kindly let us know and we will freely forward another. We are manufacturing ten different styles of self-closing bubbling fountains for schools. We are the oldest and largest manufacturers and our experience is at your disposal. If you have not received our letter with sample paper towel enclosed, write us immediately.

Springfield Sanitary Drinking Fountain Co.
CHICOPEE, MASS.



Sanitary Drinking Fountains THE BUBBLING KIND

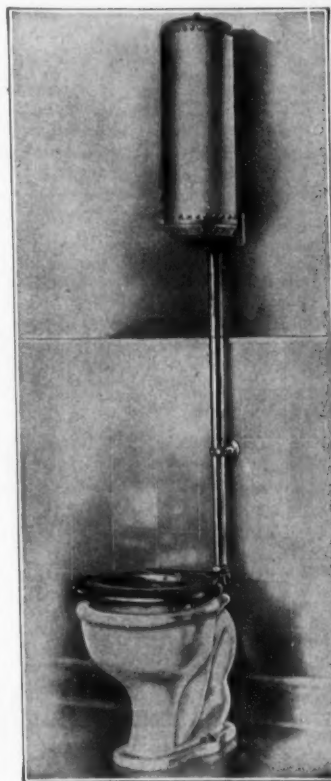
Bowl, Range, Pedestal and Wall Fountains
and every variety of Bubbling Heads,
Fixtures, Brackets

* Approved under latest Laws.

Write for Price and Illustrated Catalog.

Rundle-Spence Mfg. Co.
63-67 Second St., Milwaukee, Wis.

CLOW AUTOMATIC CLOSETS



Clow Cymric Automatic
(Madden's Patent)

A CHAIN IS A PLAYTHING

A chain on a school closet is always an invitation to mischief. A school boy is most interested in pulling it when he can pull it off, or swing it out of reach.

Careless and mischievous children cannot make trouble with Clow Automatic closets. They are boy proof.

And they do not depend for their operation upon the well meaning but careless child. They do his thinking for him—they flush automatically, and always economically.

They are thrifty about the use of water—admitting just enough to flush the bowl and no more.

Save Money as Well as Trouble

The importance of this economy in the use of water is demonstrated by the fact that actual test shows a saving of 50% in water taxes over the ordinary type of closet.

AND HOW THEY LAST?

Clow closets are made of Adamantose ware. This means that they are strong as iron, cannot craze, and are non-absorbent and unstainable.

Equal care is devoted to the material and construction of the seats. They neither warp, crack nor split.

For schools, office buildings, and public institutions—for every building in which automatic closets are desirable—"The Clow Automatic" is the only closet that will give entire satisfaction. Whether your equipment is large or small, you cannot afford to be without Clow automatic closets—the only closets that are automatic—the closets that save you water taxes—that do not get out of order.



MANUAL TRAINING HIGH SCHOOL

Duluth, Minn.

Architect
F. G. GERMAN

Plumbers
STACK BROS.

Sanitary Engineer
L. A. LARSEN

Equipped throughout with Clow Plumbing Fixtures as follows:
Cymric Automatic Closets, Bubbling Fountains, Solid
Porcelain Urinals and Adamantose Lavatories

James B. Clow & Sons
Sanitary School Fixtures our Specialty
CHICAGO

The Way of the Mace Books

When it comes to history, and to United States history for city and country schools, the Mace books persist in taking the lead. Bristling with action and human interest, they tell the story of the life of the people straight from the shoulder. No wonder teachers and pupils respond to the influence. As an instance of the widespread welcome of these books note selected adoptions:

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Adopted for

Chicago, Greater New York, Buffalo, Philadelphia, Washington and the District of Columbia. Baltimore, Md., Dubuque, Ia., Cleveland, O., Racine, Wis. Bay City, Grand Rapids, Ypsilanti, Traverse City, Mich., Trenton and Newark, N. J., Hartford and New Haven, Conn.

Latest State Adoptions—Arizona and Nevada.
Twenty-eight counties in Washington State.

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Mace's Primary History; Stories of Heroism "is human history full of appeal to children," says LILLIAN MEAD CHENEY, Schenectady, N. Y.

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"In Mace's School History of the United States, the life of the nation in its social and industrial aspects is treated in a way that deserves the highest commendation. Its style is remarkable for simplicity. Its use in the schoolroom gives abundant satisfaction." JAMES M. WALSH, Principal of Irving School, Dubuque, Ia.

Send for Descriptive Circulars

RAND McNALLY & COMPANY
Chicago New York

Fundamentally Different

from all other text-books on the subject
of civics

DUNN'S COMMUNITY AND THE CITIZEN

1. Adapted to the needs of elementary pupils, in materials presented, in method of treatment, and in wording.
2. Based on the principle that it is far more essential to arouse the interest of the pupil in his civic relations than it is to store his mind with mere facts about the machinery of government, because interest and not knowledge leads to action.
3. Planned on the belief that good citizenship, the kind that schools should teach, means efficiency in all the relations of community life—in the home, in the school, in the shop, on the street, as well as at the polls and in public office.
4. Grounded on the modern pedagogical principle of keeping interest alive by observation, analysis, and inference; in strong contrast to the old methods of teaching in this subject.
5. Correlated carefully with local history, affording in each community a stimulating basis for the development of civic interest.

"The Community and the Citizen means the reformation of our subject-matter and method in the teaching of Civics. It adds three or four notions to the work that must endure."

HENRY SUZALLO,
Professor of Elementary Education Teachers' College,
Columbia University, N. Y.

It has already received over five hundred adoptions,
including its use as a basal text by three States

D. C. HEATH & COMPANY
Boston New York Chicago



Three "Must's" in an Arithmetic



A successful series of arithmetics **MUST** be plain, sane, and teachable.

They **MUST** be modern in material and practical in application.

They **MUST** omit the non-essentials and provide abundant, well-balanced drill in the essentials.

These requirements are admirably met by the

WENTWORTH - SMITH ARITHMETICS

Educators everywhere seem to have recognized at once their unusual features. In less than a year from the completion of the series **MORE THAN A THOUSAND PLACES**, including every grade and kind of school, introduced all or a part of the series, which comprises an "Elementary Arithmetic," a "Complete Arithmetic" (either in one or two volumes), and an "Oral Arithmetic."

GINN AND COMPANY:
Publishers



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A New History of the Ancient World

By

George Willis Botsford, Ph.D.

With Maps and Numerous Illustrations

\$1.50

A practical text-book for meeting new demands in the study of Ancient History in Secondary Schools.

Rightly lays stress on the causal relations and significance of events, and on culture and social life.

Write for circular

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CHICAGO

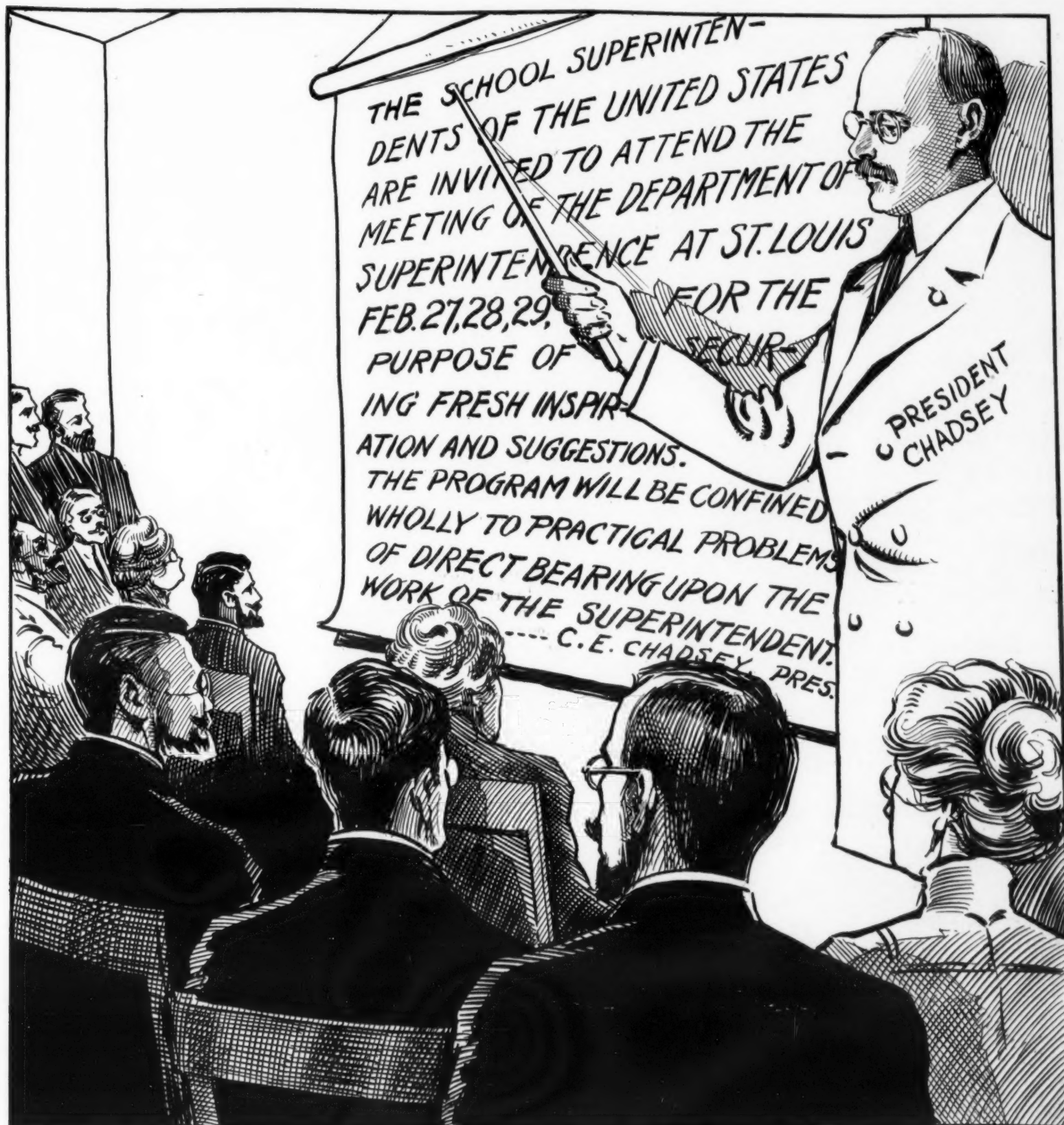
School Board Journal

Founded March 1891 by WILLIAM GEORGE BRUCE

VOL. XLIV, No. 2

MILWAUKEE—New York—Chicago, FEBRUARY, 1912

SUBSCRIPTION PRICE
\$1.00 PER YEAR



SEND YOUR SUPERINTENDENT

The full text of President Chadsey's Invitation will be found on page 22

School Administration.

THE "SIX-AND-SIX" PLAN IN THE PUBLIC SCHOOLS OF CRAWFORDSVILLE, INDIANA.

By Superintendent L. N. Hines.

The "six-and-six plan" of dividing the twelve grades is in successful operation in the Crawfordsville schools. The upper six grades, seventh to twelfth, inclusive, are collected in one big plant located on an entire city block, and the lower six grades are scattered over the city in six buildings. The upper six are known as the Central Schools. The seventh and eighth grades are in one building, and the ninth to the twelfth grades are in another building. These buildings have been erected so that they are connected with each other.

There is a principal for the seventh and eighth grades and a principal for the ninth to the twelfth grades. A supervising principal has general direction of the entire six grades. The two principals teach some and give their attention to routine matters such as looking after attendance, keeping the classes moving on time and such details. The supervising principal looks after the instruction end and has general charge of the whole plant, together with matters of business that concern the Central Schools. He makes recommendations to the superintendent in regard to the teachers, the arrangement of programs, the purchase of supplies, etc. Experience has shown that there is more than enough to do for all three principals.

The enrollment of the Central Schools for the year 1911-1912 will approach seven hundred. The attendance will increase rapidly during the next few years because Crawfordsville is a growing town. The high school building is a new one and has been planned so that it may be added to with the greatest ease at any time. It will be, when entirely completed, in the shape of a quadrangle and will have, when finished, a study-room seating capacity for twelve hundred students. At present it has seating capacity for six hundred students. The grammar-grade building will be remodeled within a few years into a large auditorium and gymnasium which will occupy the center of the quadrangle. The grammar-grade students will then be put in the new building with the high school students, and the upper six grades will more than ever be combined in one big school.

Practically all of our pupils enter the seventh grade before they are fourteen years old. The compulsory education law in Indiana compels children to stay in school until they are fourteen. Since our students enter the seventh grade before they are beyond the compulsory law they get into the departmental system of teaching and change school plants, for the last time, before they are old enough to quit school. The grammar grades are organized on the departmental plan just the same as the high school. The pupil gets into the upper grades and becomes accustomed to the ways of doing things there before he has any chance whatever to drop out. The line of demarkation between the eighth grade and the first-year high school is just as faint as it can be made. When the pupil once gets started in the seventh grade, there is no reason why he should drop out so far as the organization of the school is concerned. In most cities pupils are held in the grade buildings until after the eighth grade and are then asked to go to another building in

order to enter high school. In such cases the high school looks big and strange and formidable to many. Such students do not know whether they want to try the new instruction and new ways or not, and too often settle the matter by quitting school altogether. With our eighth-grade students there is nothing new or strange about the high school. They have been living with it for two years and know its teachers and its ways. They come and go with the high school students and do part of their reciting in the high school building. They attend lectures and entertainments and social functions with the high school pupils and go to the supervising principal's office in the high school building for help and information. In every way they are brought in the closest possible touch with the students in the upper four grades.

All seventh-grade students that make good records through the seventh grade English are permitted to elect German or Latin in the eighth grade. Such language students take their work with the first year high school stu-

	TOTALS				GRADES								Reduction
	En-rolled	Re-tarded	Per cent		I	II	III	IV	V	VI	VII	VIII	
1908-1909	581	407	70.0	37.8	59.4	57.5	70.8	82.2	85.7	75.3	92.2		
1909-1910	552	363	65.7	37.3	53.8	62.2	68.7	73.3	87.5	80.3	77.5		4.2
1910-1911	510	317	62.1	42.1	43.5	61.9	65.5	68.0	71.2	76.8	73.4		3.6

dents in those two subjects and are enabled to get an early start in their foreign language work. The work does not count in making high school credits but it does help in getting required work out of the way. All grammar-grade boys who take manual training receive instruction in the high school shop; all grammar-grade girls who take sewing take that subject in the high school building. Cooking has not yet been extended to the grammar grades. The art students in the grammar grades take their work in the same rooms where the high school classes in art meet.

There is not the least thought in Crawfordsville of doing away with the six-and-six plan. The Central School building is being extended with the view of perfecting the operations of the plan, and the results are highly satisfactory. The per cent. of students dropping out at the end of the eighth grade is no larger than the per cent. dropping out at the end of the seventh grade, the ninth grade or any other grade. The enrollment in the present senior class in the high school is seventy-two, while the enrollment in the eighth grade is one hundred and thirteen. Last year the number graduated from the high school was sixty, while the number in the eighth grade was ninety-nine. In 1910 the high school senior class numbered sixty-seven, while the eighth grade numbered seventy-three. Practically all the present eighth grade will enter the high school either in January, 1912, or September, 1912. We consider that the per cent. of pupils lost between the seventh and twelfth grades is very small, indeed, in comparison to some records in some other systems. As the years go by, we expect the number of students in the eighth grade and the number of students in the twelfth grade to draw nearer together until these two classes are practically the same size.

The superintendent of the Crawfordsville schools will be glad to answer all questions at any time in regard to the six-and-six plan as it works in Crawfordsville.

A THREE YEAR RETARDATION RECORD.

By Freeman E. Lurton, Superintendent of Schools, Anoka, Minn.

To all who are charged with the administration of school affairs it has long been evident that there are large numbers of children who are behind the schedule set for them, or are "retarded." This is true by whatever method you elect to determine the number or whatever you may believe the causes to be. The undeniable fact is that serious numbers are retarded.

We believe that the amount of retardation is capable of being reduced. Were it otherwise, we should face a vast amount of hopeless waste in educating the children.

Probably the most effective way, in the long run, to deal with this question would be wholly to recast the course of study, eliminating that which is irrelevant or non-essential and adjusting the rest to the actual life-conditions surrounding the children. But that is a work too vast for one man to undertake. The present course of study is the result of the best educational experience of the past. Wide experience and vast educational wisdom would be necessary to attempt a sweeping and constructive revision. Until the man of vision arrives, we had better humbly work at the problem of bettering present conditions.

Below is a table showing the percentage of retarded pupils, grade by grade, for three years, in the Anoka schools:

The reduction shown in the above table is due to no changes in the course of study. In fact, during the time covered by the report, music was introduced into all the grades and manual training, for the boys, into the seventh and eighth grades. Before 1909-1910 pupils were promoted if they had only one major study (arithmetic, geography, history, or grammar) below the required passing mark. Beginning with that year they have been obliged to have all studies up to grade to win promotion. So the amount of work required is greater and the standard of passing more severe in the years discussed.

A friend of mine, eminent in political science, frequently asserts that the moment you convince people that a reform is needed, that moment you have virtually effected it, the rest is merely detail to be worked out. That dictum seems true in this case.

The year 1908-1909 shows the high total of 70 per cent. of the pupils as being retarded. The average for the state of Minnesota, as determined in an extensive investigation, was 58.9 per cent. in 1910. So at the beginning of the year 1909-1910 the attention of the teachers was called to the conditions and their sympathy and interest enlisted in an effort to reduce the amount of retardation existing. The data presented here shows that a reduction of 4.3 per cent. was effected that first year. In the next year a further reduction of 3.6 per cent. was brought about. In the following grades the reduction has been continuous: II, IV, V, VIII; in the other it was variable.

But, as said before, this reduction of 7.9 per cent in the number of retarded pupils was not due to any radical changes and certainly to no application of soft pedagogy. The reverse.

The attention of the teachers was simply directed to the possible relation between retardation and irregular attendance, tardiness, technicalities in examinations, carelessness in coaching up the slower pupils, the marking of examinations, care in assigning lessons, the

(Concluded on Page 49)

THE ST. LOUIS PUBLIC SCHOOLS

By JOHN S. COLLINS, Assistant Superintendent of Schools, St. Louis

To those who visit St. Louis in connection with the meeting of the Department of Superintendence, N. E. A., February 27-29, the schools of that city will be of much interest. In several ways they are examples of aggressive and successful pedagogy. Since the election in 1895 for the first time of Dr. Soldan to the superintendency, and the reorganization of the board of education which shortly followed, down to the present day a steady development of school activities has taken place which has made the city richly worthy of the closest study by those who are interested in education.

In order to understand the situation, one should bear in mind the unusual relation which exists between the board of education and the administration of the schools. The members of the board are elected from the city at large, so that instead of regarding themselves as the guardians and champions of special and local interests, they are more likely to represent the interests of the entire community. Under the present form of organization, the duties of the board are of a legislative character, administration lying in the hands of the heads of departments, elected by the board and directly responsible to it. These departments are: Instruction, Building, Supplies, Finance, Auditing. The head of each department is given the widest liberty of action consistent with the city charter and the rules of the board. In this way there is a very definite and immediate localization of responsibilities. Each subordinate in each department is named by the head thereof, subject to approval by the board, and is responsible to him. Harmony between departments is secured by conference between those who are in charge and by the primary fact that the common purpose of all is the education and protection of the children. This consideration naturally locates initiative on most lines with the superintendent of instruction, but leaves to his colleagues, heads of the other departments, very wide liberty of action. Each head of a department has associated with him a committee of the board with whom he takes counsel, but to which he is not responsible, his responsibility being to the board to which he reports monthly.

With such an organization, given a group of earnest, aggressive men, each an expert in his line of work, backed by a sympathetic community and a representative board of education, it is not far surprising that the city has in the past seventeen years commanded the respect and admiration of those who have had opportunity to know of its achievements.

As "an outward and visible sign of an inward and spiritual grace," it is but natural that the character of the buildings in which the schools are conducted should arrest attention. Since 1895, a well planned system of reconstruction and development has replaced the old, insanitary or unsafe structures with buildings of the highest type which modern architecture has devised for school use. Each of these new buildings has cost with site and equipment close to \$200,000. In construction, they are fireproof with the most ample facilities for egress and ingress. The school sites are commodious with playground expanse which in most large cities would seem extraordinary, in many cases occupying an entire city block.

The first of the schools erected since 1895 are three stories in height. The Monroe, Eliot, Field, Marshall, Arlington, Jackson, Sherman, are fine examples of this type of building. In later years, the board of education has preferred a type of building which extends but two stories above a commodious and well lighted basement. Of this type, the Wyman, Ashland, Baden, Blow, Clark, Farragut, are conspicuous, though there are many others.

An immediate result of the enlightened policy of the board of education with reference to the schools in the matter of equipment was a greater persistence of attendance in the advanced grades and a greater pressure for admission to the high schools. Until 1895, one high school for the white pupils, the Central, and one for the negro pupils, the Sumner, were the entire provision for the needs of the community. Soon after that date it became evident that additional provision must be made for high school attendance. The McKinley High School at Russell and Missouri Avenues was opened January 7, 1904; the Yeatman High School, Gar-

rison Avenue and Natural Bridge Road, was opened September, 1904; the F. Louis Soldan High School, Union Boulevard and Kensington Avenue, was opened September, 1909; a large addition to the Central High School was placed in service in September, 1909; the new Sumner High, for colored pupils, in September, 1910. The board is now planning for the erection of another high school to be located in the southern part of the city, available for use about 1914.

The St. Louis schools have from the beginning resisted the plan of segregating and separating the groups of pupils who attend the high schools in organizations which devote themselves to particular forms of educational activities. Not only are the two sexes kept together to their mutual advantage, but the students who look forward to a mechanical or engineering employment are kept in classroom association with those who will engage in commercial or professional work. With a view to efficiency alone, each of the high schools is equipped to do the work of a manual training, a commercial, a college preparatory, or a general culture high school. It may be questioned if there is elsewhere a school more generously and adequately provided in all these respects than is any one of these, while the architectural setting in which they are housed is all that can be reasonably desired.

The preparation of teachers who could meet the demands of such an organization was a matter of serious concern. For many years a normal course had been maintained as a part of the high school organization whose graduates were eligible for appointment in the order of their graduation. So many young women had graduated from this course and were on the "waiting list" that in 1898 it was discontinued in order to give an opportunity for service to those who had prepared for it. In September, 1904, as a part of the Yeatman High School, the present Teachers' College was organized. In September, 1905, the college was removed from the Yeatman to its own building at Park and Theresa Avenues. To this school are admitted young women who are graduates



A TYPICAL ELEMENTARY SCHOOL BUILDING, THE LYON SCHOOL, ST. LOUIS, MO.

Mr. Hans Toensfeldt, Commissioner of Buildings.

Mr. William B. Ittner, Architect.

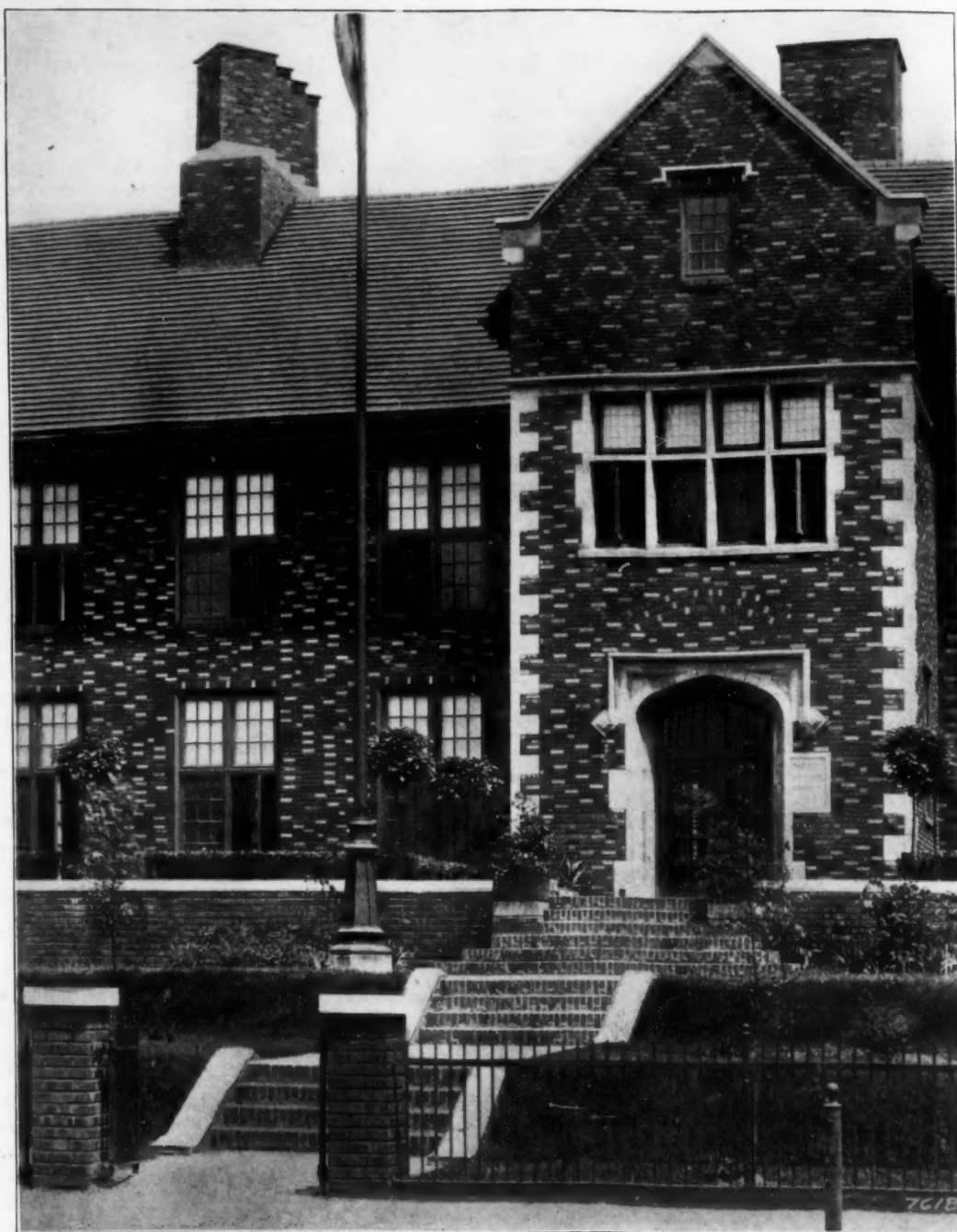
from any one of the white high schools of the city or who present evidences of equivalent scholarship. The course of study at the college requires an attendance of eighty weeks, twenty weeks of which time is spent by the student as an apprentice in one of the large grammar schools of the city. The classes of the college are open only to students who expect to teach in the public schools of the city. The grade and character of instruction is such that most of the universities in the surrounding territory give to the graduates of the college a credit of two years of accomplished work toward the degree of A. B. A considerable number of its students, especially of those who desire to become teachers in the high schools, are taking advantage of this opportunity.

In addition to the undergraduate class work of the Teachers' College, extension class work open to graduates and to teachers in the service of the schools are maintained. In these classes there are enrolled at this time 600 persons.

The Louisiana Purchase Exposition and World's Fair, held in St. Louis in 1904, gave the schools an opportunity to realize the value of illustrative material in school work. At its close, the foresight and energetic activity of those who had charge of the St. Louis public school exhibit secured such a quantity of the best of this material that it became possible to organize a school museum which has proved to be of the greatest usefulness. In many respects this museum is unique. In other cities, teachers and classes are permitted to visit museums and examine the treasures which are there shut up under lock and key in glass cases. The St. Louis School Museum goes to the teachers and classes. The pupils are encouraged to handle and examine the things in which they are interested and which have been carefully selected to illustrate their work. Each teacher is furnished with a classified catalogue of the museum collections and orders by mail the material needed. Several wagons are constantly employed in transporting the material to and from schools and the museum. The museum is located at the Wyman school, Theresa and Eads Avenues. A natural adjunct to the museum and under the same management is a large and growing teachers' library.

Special Schools.

There are many children who cannot be properly instructed under the conditions existing in the ordinary, or common, schools. For one class, the blind, the state has for many years made provision in the Missouri School for the Blind on Magnolia Avenue beyond Grand. Thirty-four years ago the St. Louis board of education made provision for the instruction of deaf and dumb by the establishment of the Gallaudet school, 3321 Henrietta Street. The practice of the criminal courts in dealing with youthful offenders, and with children who were otherwise unprovided for, made necessary the establishment of an institution which was formerly known as the House of Refuge. In 1905 the educational side of this institution was assumed by the board of education. Its name was changed to "The Industrial School." Every available step has been taken to justify this name. The change in the character of the institution has not been less notable than the change in name. The legislative assembly of the city is now considering a plan by which it is proposed to transfer the institution from its present inadequate and unsuitable quarters at Osage Street and Virginia Avenue to a location outside the city, where the rational and healthful conditions of country life, activity and interest may be thrown around its inmates.



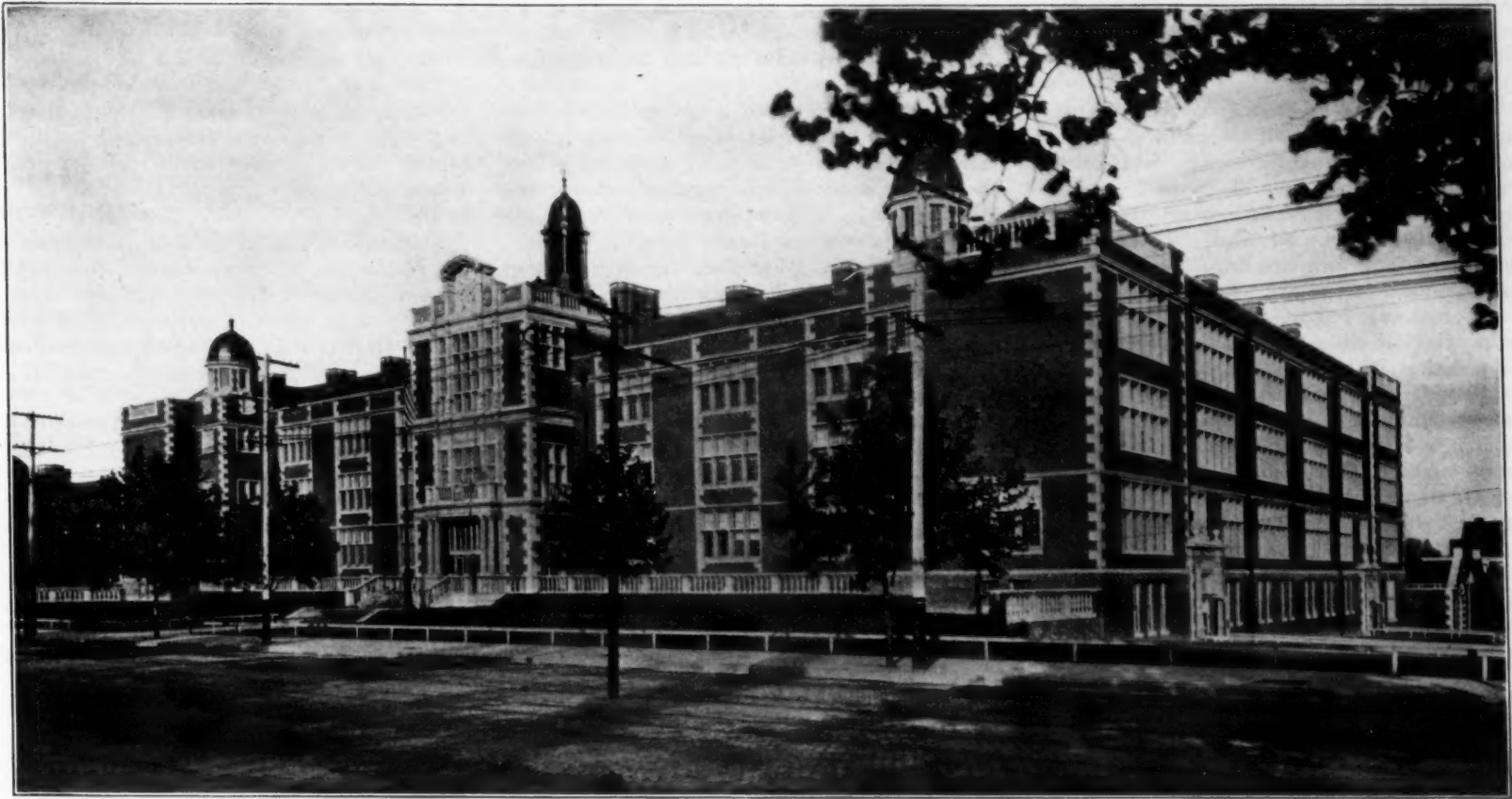
ENTRANCE TO THE MERAMEC SCHOOL, ST. LOUIS.

In every large group of children there are some who by reason of illness, malnutrition, accident or inheritance are mentally unsuited to the work of the ordinary schoolroom. They need individual and special instruction. Until the passage of the present laws forbidding child labor and requiring school attendance, these cases were, in the main, left to the care of those immediately responsible for such children. These laws have, however, made it necessary for the community to deal with the situation. Eleven schools located in different parts of the city, known as Special Schools for Individual Instruction, have been organized. The plan contemplates not more than fifteen pupils to each teacher and not more than three teachers in each school. Comfortable, home-like houses are secured. Everything possible is done to accentuate this aspect of the situation. Elaborate use is made of hand-work, manual training, gardening (when practicable), and the exercises of physical culture. In many cases remarkable improvement in health and in mental activity has resulted. Children, concerning whose usefulness in the world there has been the gravest anxiety, have become self-directive and in a degree self-supporting.

In the summer of 1911, the society for the prevention of tuberculosis secured from the board of education the use of a school site on Natural Bridge Road and Belt Avenue for the erection and maintenance of an open air school

for the instruction of children who have been exposed to tuberculosis infection. For this school the board of education provides a teacher and such supervision as may be necessary. The school is equipped to care for twenty-five pupils who are brought to it from accessible parts of the city. Every seat is filled and there is a "waiting list" sufficiently large to fill another school if the society had means to sustain it.

St. Louis has for many years occupied advanced ground in the matter of free textbooks. Starting with a plan by which books were supplied free of charge to pupils whose parents would sign a declaration of inability to purchase, the first step forward was to make the issue of books free to all pupils below the fifth grade. This was followed by making the issue to all pupils below the grade of the high school. In 1901 the high schools were included in the rule and all stationery and supplies necessary for the conduct of the schools in all grades. Annually the superintendent of instruction calls into being a committee of principals and teachers who examine all of the submitted samples of supplies and from the recommendations of this committee and his own judgment advises the board as to the contract for purchases which should be made during the following year. These contracts are made and the textbooks and supplies issued to the schools by the supply commissioner, the pupils receiving their books and stationery through the principal of each school.



F. LOUIS SOLDAN HIGH SCHOOL, ST. LOUIS, MO.

The development of instruction in physical culture has led to an appreciation of the value of gymnasium training, so that not only are each of the high schools provided gymnasia elaborately equipped, but most of the grammar schools built in recent years are equipped with separate gymnasia for the use of boys and girls. In each of these the mechanical equipment is of the most complete and substantial character.

In those parts of the city in which population is most congested and where scant provision is made for personal cleanliness, the board of education has installed in schools, such as the Jefferson and the Humboldt, excellent bath facilities. Skilful bath attendants are provided, and most of the pupils bathe therein at least once each week.

Each of the high schools is provided with commodious lunch rooms and kitchens where pupils may secure at cost such food as they may desire, selected from a varied and well prepared menu. The tables and tableware and everything connected with the service are of the most ex-

cellent character. The managers of these lunch rooms are employed by the board of education. Each one is permitted to exercise the widest discretion consistent with economy and is asked only that during the current year expenditures shall not exceed receipts. It is not easy for one to visit these lunch rooms without realizing that, in the matter of self-restraint, social decorum and rational fellowship, they are great educational factors.

In recent years the attendance on the evening schools and the consequent development of the evening school work has been one of the notable features of city school life. This development has been mostly in the direction of high school work. In the evening high school emphasis is laid on such studies as seem likely to minister to vocational efficiency. These schools are located in the buildings of the Central and the McKinley High Schools. The classes are crowded to the limit. In the Central the enrollment for the present school year is about 1,000; in the McKinley, about 1,400. The earn-

estness and enthusiasm which marks the work of both teachers and pupils is an inspiration to all who witness it.

St. Louis is making every reasonable preparation to welcome the members of the association, and opportunity will be given for the examination by them of the things which are being done in the schools which visitors feel it is profitable to examine.

Murrell Dobbins, city treasurer of Philadelphia, has refused a salary of \$4,000 for acting as custodian of the school funds. Mr. Dobbins declared that his former association with the schools, as member of the board of education, and his interest in the children of the city led him to relinquish any money to which he might be entitled. Mr. Dobbins was for years a member of the building committee and special schools committee and was one of the prime movers in the establishment of the Philadelphia school of trades.



THE CARR SCHOOL, ST. LOUIS, MO.

School Administration Problems in the South

By W. F. DOUGHTY, Superintendent of Schools, Marlin, Texas

The problem of school administration in the south that rises above all others in importance is the one demanding the education of all the people, whether white or black, native or foreign, high or low, rural or urban. We are educating most of the white children of the south and some of the negroes; but, if education is good for most of the white people and some of the negroes, why, then, is it not good for all the people? If education is as good as we have claimed that it is, and if it will do as much for the individual as we have said that it would, then we ought by some means bring all the children into the schools. Here I wish to be clearly understood as believing that education adjusted to meet the needs of the people is the very best thing in the world for any man. It is good for all people alike if it qualifies them to live cleaner and better lives and prepares them for higher social service in their respective fields of duty. Education must make a man the better for having had it or else it should be termed mis-education.

With reference to universal education the south presents its own peculiar situation. Economic and social conditions have not readily contributed to the cause. Being largely an agricultural people, the children have been kept from school to work in the cotton fields, especially those of the poorer classes, both whites and negroes. And, too, the south has been made to bear the brunt of the curse of slavery. Millions of ignorant negroes were freed in our midst and left for us to educate with our own funds. In our efforts to do them and our own children justice and at the same time come out from under the wreck and ruin of the war between the states, we have been unable to make anything like satisfactory progress in comparison with our sister states, north and east. The inclusion of these negroes in all southern statistics has served to belittle the white man of the south in the eyes of the world as it relates to his progress and achievement. Although education in the south is largely voluntary, nevertheless all the states contribute without discrimination toward the education of all the children, even though it be scanty in some cases. The problem of getting the children out of the cotton fields into the schools for a portion of the year is quite a difficult one, I grant you; but it is not much more serious in its nature than that one presented in the towns and cities of the south by the less fortunate of both races.

Statistics show that we are not educating all our children. We are permitting hundreds of thousands of our southern children to go each year without even entering a school of any kind whatever. The report of the United States commissioner of education for 1910 shows that there were exactly 2,648,341 children in the south between the ages of five and eighteen who did not enroll in school at all during the year 1908-1909, and more than 500,000 of these appear to be white children. Practically all of these children are within reach of free schools, yet their parents do not see the reasons why they should send their children to school, or, if they do see, circumstances fail to favor school attendance. So long as conditions remain as they are, the evil of ignorance will continue to grow, for this ignorant population continues to increase as population increases.

You sometimes hear people object to universal education because, as they say, it tends to bring about equality of races, of classes, and of individuals. This is not necessarily true, for education is supposed to bring out the inequalities of men and show them up for what they are worth to society from the standpoint of use-

ful service, and that is what sometimes cuts worse than a two-edged sword. Education develops a child according to God's plan; it tags the man for what he is worth; it classes the hewers of wood and the drawers of water, and its intent is to reward each individual according as is his due. Men often oppose the movement for universal education because they have been taught that the general prosperity of the people depends upon there being a large population of ignorant people from whom shall come the laborers. Men will oppose the movement for political reasons because they know that an appeal to the prejudices of the people is sometimes more effective in turning the balance of power than is the weight of reason. In this day of personal greed there is no hesitancy on the part of some to exploit child labor for financial advancement; and these, too, we may expect to oppose any movement looking to the liberation of the masses through popular education. Patriotic men will defend the movement because they believe that education is the greatest factor in perpetuating the blessings of civil liberty and in promoting the general peace and prosperity of all the people.

Educating Public Opinion.

Another great problem in the administration of school affairs in the south, one which is largely a preliminary to the realization of the first, is that relating to the development of public opinion in favor of educating all the people. People generally have just about as good schools as they want, and the problem now is to get them to want better schools and better environments. A campaign among the "grown-ups" is necessary to inform them of the great benefits to be derived from the education of all the children and to explain the ways and means of establishing and maintaining adequate school facilities for all. The citizens of a democracy must have confidence in any general plan of education before they are going to give it their moral support and financial endorsement. When the people see that it is the right thing to do and are convinced that it will pay, then there will be nothing left but to inaugurate definite plans for action. While most people grant that education is a paying investment, both socially and financially, they have not fully realized the great possibilities in educating the other fellow's child. If they did fully comprehend the marvelous dividends, so to speak, that education of the right kind will yield through the individual to society in general, they would be tempted to go sell all their goods and invest in education.

In this stage of the propaganda of universal education we stand in need of educational prophets, as it were, full of the faith, who can dream dreams and see visions of good to come; and of great men who, possessing the power of the spirit, are willing to live the vicarious life, if need be, in order that we may secure to the children of the south the blessings that a knowledge of the truth brings unto all men. As educators we must raise up in our midst leaders among men, who can so burn the truth of their convictions into the hearts of men that they, seeing, will spring into obedient action, ready to do what they know to be right. In this connection permit me to quote Dutton and Snedden, who say, "A constant factor in the development and growth of American education and the improvement of administration has been the active labors of men and women who were in a certain sense prophets and who were able to communicate their ideals and their aspirations to others." We need men with strong

personalities to reconstruct our ways of thinking of education and to lead us to a realization of our extraordinary possibilities in the development of the intellectual resources of our people.

This is the age of golden opportunity for the realization of extraordinary achievements. Once we thought that history was made by waging relentless wars of subjugation upon the enemy or that that man was great who could lead a successful expedition of conquest into new lands, but now we like to read in our books of the successes that have crowned the efforts of men in their struggles for civil and religious liberty, of the great factors of civilization that have contributed to the world's progress, and of the achievements of men that make life on earth now full of opportunity for the accomplishment of greater deeds than have yet been realized. A new situation now presents itself, and he who would be patriotic and great must lend himself soul and body to the establishment of better social conditions. That man who can effect great changes in the minds of the people for good is greater than he who destroys a navy or defeats an army.

In this discussion I would not be unmindful of the great work being done in the south by the several state departments of education, by the departments of extension in our colleges and universities, by the different conferences for education working in our midst, by philanthropic individuals and societies working for the advancement of universal education. They have accomplished wonders, but only a beginning has been made. The most and the least that can be said in this connection is that we need more of them and stronger ones.

Commercialism has robbed the profession of many of its brightest prospects for the work under consideration. Men with capacities for doing things are needed in other fields where the remuneration for efficient service is more attractive to some. Many of our most promising young teachers are seized upon bodily and removed without ceremony, you might say, from the field of education to commercial and industrial ranks. Some of us who are not thus called lose much valuable time waiting for the summons that does not come. Give us men, like Robert E. Lee, who can decline princely salaries if there be need of it to accept poorly remunerative work to promote the general interest of education. Give us more men like Curry and Baldwin and McIver and Claxton and others who can forget themselves in their incessant labors for universal education. We need such men in every state, in each county, and in each community in order that we may hasten the day when all the people of the south shall have school privileges adequate to their individual needs. In the words of Sidney Lanier I would encourage southern schoolmen to

"Yield not to the lures

In the clefts of the hills of Habersham,
In the beds of the valley of Hall
Downward the voices of duty call—
Downward, to toil and be mixed with the main,
The dry fields burn and the mills are to turn,
And a myriad of flowers mortally yearn
And the lordly main from beyond the plain
Calls over the hills of Habersham;
Calls through the valley of Hall!"

The Financial Problem.

The financial problem is generally uppermost in the administration of public affairs. Money is always needed where good schools are maintained, and yet we have no satisfactory method of raising the necessary funds for the support of the school system that will be adequate in the promotion of the plans already projected

for the education of all the people. Every advance step in education calls for an increased outlay of public funds. New types of education and better efficiency can be had only by increased expenditures. The lengthening of the school term in the poorer districts, the provisions for compulsory attendance, and expert supervision make increased demands upon the state as a whole. State universities with their departments of extension, likewise the agricultural and mechanical colleges, industrial colleges, normal schools, and state schools for the dependent, delinquent, and defective children are all calling upon the state for increased appropriations. The amount spent annually in the south for elementary and secondary schools is more than \$176,000,000, and yet this enormous expenditure of public money is inadequate to the new demands. Large as it may appear, it is small in comparison with some others. Billion dollar congresses are now on record. Many times this amount over is spent annually in maintaining courts and jails and prisons in the south. Our citizens spend several times as much for liquor each year as they do for free schools, while the cost of tobacco surpasses it.

Is the state justified that increases its expenditure for public education in the south? I would answer this question by asking two others. Is not education a means of increasing social efficiency? Is not the investment made in schools ultimately returned to the state many times over in increased earning capacities and living efficiency of its citizenship? Compilations have been made which show that the graph representing the average expenditure per capita by states for public free schools is closely paralleled by the one representing the average earning capacities of the citizens of the same states. In other words, the average earning capacities of the citizens of the states rise or fall as the average expenditures per capita for education rise or fall. History is an open book to the fact that no nation ever achieved remarkable advances in civilization where the masses remained in ignorance any length of time. From the declaration of independence of the Republic of Texas we have a significant assertion which says, "It is an axiom of political science that, unless a people are educated and enlightened, it is idle to expect the continuance of civil liberty or the capacity for self-government." Thomas Jefferson is recorded as saying that if a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be. Robert E. Lee said that the education of all classes of people is the best means of promoting the prosperity of the south.

In general, the chief source of revenue to the state, the county, and the locality is the taxation of private property. It is a fact that the increased annual expenditures for governmental purposes is sufficing in some localities to make the rate of taxation rather burdensome on the individual citizen. But special tax commissions, as in New York state, have been successful in relieving personal property from burden of heavy taxation and many students of finance believe that some form of indirect taxation, such as corporation and franchise taxes, should be enacted by the state to supplement the funds being raised from taxation of private property. A premium, nevertheless, should always be placed upon local effort; and no matter how poor a community may be, the people should contribute in some way, to some extent, to the management and support of the local schools, and be required to meet certain standards in results.

In connection with the expenditure of public school funds there arises the very complex problem of equitable distribution of state and county funds to the children sharing this money. A very responsible duty devolves upon the state

boards of education in distributing state funds so that the maximum of results may be obtained. State funds should never be distributed merely to give equal educational opportunity to all children, even though that might be the aim; but some system, as the one in use in Florida, which gives additional aid to schools making an average daily attendance of eighty per cent or more, should be inaugurated to stimulate local effort. The apportionment of funds by the per capita enrollment plan has never yielded the best results because it fails to stimulate, as it should, local effort and does not give equal school opportunities as to length of term. The ability of a community to support a school, and the interest the people manifest in that school, should be the two governing factors in the distribution of public funds.

The Problem of Stronger Organization.

Before there can be any satisfactory degree of efficiency in the administration of public education in the south there must be maintained a sane system of school organization. Strong organization is necessary to eliminate waste of time for the child, to reduce cost to the state, and to increase the efficiency of the contributing forces of education. From the local unit to the national there is little system in school organization. The history of the beginnings of school legislation in all the states of the nation shows that local co-operation came first and then of necessity followed state school legislation. Early constitutions made little or no mention of school organization, although there are many evidences that the founders of the republic wished to support public education. As matters progressed school affairs have grown more and more complex, so that now school organization is a very much discussed problem here in the south. Then the question is: How are we going to organize our educational machinery that we may get the greatest efficiency for the investment made in education?

The tendency now is away from local organization toward centralization of educational forces, which means that authority and responsibility of school administration is being removed wholly or in part from the local unit to the more centralized and remote. For example, there is more tendency now to amend state constitutions so as to specify the details of school administration than formerly. The organization of state and county educational

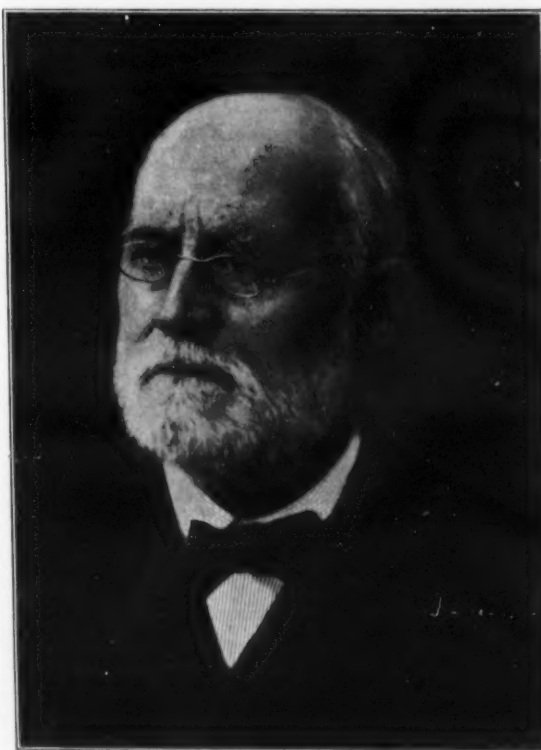
machinery, the specific designation of school funds, and the regulation of other pertinent matters are now finding their way into state constitutions.

No state organization that seeks to eliminate entirely local organization and responsibility can be justified in a democracy, but state and county organizations that have for their purpose close co-operation with the local unit in the education of its children are highly desirable. Since the education of all the children of the state is such a tremendous undertaking, it is thought that a division of the responsibility between the three units, the state, the county, and the community, is advisable for the promotion of educational efficiency. State boards of education should be authorized to co-operate with the state superintendent in the administration of state school matters in accordance with the constitutional provisions and the enactments of their respective legislatures. Likewise there should be authorized for each county a board of education whose duty it would be to assist the county school superintendent with the administration of county school matters; and also a local board in each community to attend to purely local matters as they relate to the school. Whether these boards should be elected or appointed, and when and by whom, are questions not yet satisfactorily answered; but, that these boards should be composed of able men who are thoroughly in sympathy with the ideals of public education, there is no doubt. No ex-officio board of education is any longer able to meet the requirements and responsibilities of the increased duties resting upon it as the administrative agency of either state or county education. An efficient local organization is the ideal, I grant; but, since there are so few of them in evidence, we find strong state and county organizations absolutely necessary to stimulate and reinforce local effort.

Expert Supervision.

The problem of securing expert school supervision has not yet been worked out satisfactorily by any state. By this I mean that we have no adequate means of giving the schools outside of the better organized cities and towns anything like real constructive school supervision. The supervisor should set standards for pupils and teachers and then help them in their efforts to realize the attainment of these aims. As it is, school supervision is too far between to be effective in its results. The state superintendent can do little more than collect a few statistics, publish some general observation on the progress of education, and make the appropriations of school funds. The county school superintendent can make but one or two visits during the year to each school under his care, which may enable him to determine fairly well the character of work being done. But what of his opportunity to do real constructive work with the teacher whom he sees in school only once or twice during the school term?

Supervision in the larger towns and cities is, as a rule, fairly satisfactory. Over each small group of teachers, usually not more than twelve, is a supervising principal who is generally permitted to devote much of his time daily with his teachers in working out details of constructive teaching. Working through the different schools of the city we find the various supervisors of primary methods, of drawing, of music, of writing, and of other branches if thought necessary, all of whom are centering their efforts with those of the teachers toward the realization of the highest degree of efficiency that skill and insight of supervision and the art of teaching can secure. Over the supervisors, the principal and the teachers is the superintendent who co-ordinates the work of the whole system. As much can not be said



DR. WILLIAM T. HARRIS.
Superintendent of the St. Louis Public Schools
from 1867 to 1880.

of the situation in the rural districts, for, generally speaking, the rural schools of the south are not given the advantage of real constructive supervision. How they are going to get it is another unsolved problem.

If supervision is advantageous to the city child, then why is it not good for the rural child? Wherever he may be, constructive school supervision is just as necessary to the child's welfare as superintending in any other line is to the improvement of the service. In order to make a railroad company successful there is careful expert supervision from the road gang to the directorate. There is the section boss, the road master, division superintendent, general superintendent, general manager, and the directorate. In addition to these, we find the railroad company employing numerous inspectors of bridges, pumps, cars, etc., all of whom are retained that the service may be made satisfactory to the public and profitable to the company. Likewise is handled the United States banking system and the postoffice service. So complete in organization and supervision is either of these systems that even incompetent help is not permitted to make mistakes that go uncorrected. Then, why not provide all of our schools with expert school supervision so that inefficient teaching will no longer hinder the progress of our children? Are our children worth less than dollars? Is their advancement of less worth than the transportation of a patent medicine almanac?

In the combining of supervision areas it is economically desirable that each supervisor shall have not more than thirty teachers under his immediate supervision, and that the territory thus covered should not exceed one day's journey from the center to the most distant school served. Where practicable the smaller towns and nearby districts should combine for the purpose of securing closer school supervision. In several of the New England states there are laws compelling each town and district to enter into some kind of supervisory union. In the south we stand in need of laws that will put more supervisory officers in the rural districts, men and women who can help the teachers do real constructive work with pupils and parents.

In the selection of a supervisor more than one local board may be concerned, likewise the county and state if they contribute to his support. Various plans of selection have been proposed and some have been practiced with success. It is generally believed that these supervisors should be nominated by the county superintendent and elected by a joint committee representing all the schools interested. Such a plan is in harmony with the spirit of democracy, and at the same time it guards against incompetency by giving a chance to the superintendent to name an expert supervisor, under whose direction he will work.

While it is desirable that the local unit meet its pro rata of the expense of the supervisor, yet in many instances this can not be done. Since the county and the state are to profit from the investment in education, it is generally thought that they should bear such part of the expense as is necessary to secure it. Supervision thus exercised may well be regarded as a sort of extension work of the state.

The Teacher Problem Is Unsolved.

It has been said that the teacher, the pupil, and the place of meeting make the school, but I would also remind you that "as the teacher is so will be the school." The responsibility of securing, placing, and building up strong teachers for the children of the schools rests heavily upon administrative heads. A few years ago we had no system of schools demanding teachers, but with the advent of the public free school

there has been an ever increasing demand for more and better teachers. At the present time we number more than 150,000 strong in the south. In point of numbers we are more than three-fifths as large as the aggregate of the entire Confederate army, and yet the numbers must grow to supply the demand. The ones we have must be kept growing in efficiency, while thousands of others must be prepared each year for the service. The selection and dismissal of teachers, their examination and certification, their improvement and length of service, their promotion, specialization, and pensioning are special problems that have not yet been worked out satisfactorily by anyone, and their detailed discussion is too long for this paper.

Before the inauguration of the free school system in the south the teacher was more of a transient being than now. Rarely did he have a family, and less often did he have a fixed boarding place in the community where he taught subscription school. A little evidence of a working knowledge of the elementary subjects and an ability to handle well the rod were usually the only requirements made of the man who came to "take up school" in the community. After the introduction of free schools, higher and better standards were exacted of those who would be teachers. The establishment of the normal school soon followed for the purpose of giving the prospective instructor professional training along with academic learning. This period, which is characterized by professional training, may be regarded as the second in the evolution of the southern teacher. In more recent years, in fact now, we are talking about selecting, retaining, and promoting teachers on the basis of professional efficiency, meaning that a teacher's worth to her school is to be determined by her powers to bring about desirable changes in the minds of her pupils that will ultimately give them strength of character. This period marked with the beginning of professional efficiency may be regarded as the third in the evolution of the teacher, the establishment of which presents a difficult problem.

The certification of teachers in the south has thus far been of such a character as to permit many opportunities for the abuse of the calling. With the inauguration of the free school system there came an unprecedented demand for teachers. Nearly anyone with a little knowledge of the elementary subjects could secure appointment as teacher in some school and earn some ready money. If a young man in the course of his preparation for law, or medicine, or any other profession found himself in straitened circumstances as to finances, the schoolroom has offered him a ready source of relief. If a young lady, previous to her matrimonial tie, finds herself in need of money to tide her over the pre-nuptial period, she likewise has turned to the schoolroom with some satisfaction. In more than one case the educated man who has been unsuccessful in other callings has found himself redeemed in the ranks of the teacher. The custom among the ladies of getting married, and the practice of using the profession as a stepping stone by others, results in complete regimentation of our forces about once in three years in the south. This regimentation problem I regard as one of the most difficult of solution in the administration of schools.

I would keep these promising prospects rather than let them go, although they may not have entered the profession with intentions of remaining. There is evidence already that we offer inducements enough to the beginners, but not enough to retain them and make them seek to improve their teaching efficiency. Some of our leading lawyers, doctors, preachers, and suc-

cessful business men have first demonstrated their abilities to do things by teaching awhile. As a beginner it paid them well. We should reconstruct our educational machinery so that it will be possible for us to promote and advance the successful and efficient teacher on the basis of merit alone. This will aid in giving the profession rank in the affairs of men in proportion to its greatness as a factor in the world's progress. Be it far from me to have you regard the financial reward as the only inducement to enter the profession of teaching the young. Well do I know that "man liveth not by bread alone," but I regard it as rather essential in providing a comfortable home, in supporting a family, and in developing professional efficiency. There is no temporal law that forces anyone into the profession of teaching, and because one has entered it, there is no reason why she should be made to forego any temporal need in order to instruct the youth of the land. The teacher loves home and family, friends and the comforts of life somewhat as other people appreciate them.

As matters now stand we are in need of virile teaching. Originally men did nearly all of the teaching, which was unsatisfactory in a measure; now women do eighty per cent of it in the south. Away from the rural districts where the father and son work side by side, in the cities particularly, the children have little chance to learn anything of their fathers, good or bad. With the growth of the cities has come the business man, the traveling man, and the office man. Home to them has come to mean a place of rest mainly; and at his request the children are kept away from the father too much. Children are learning all the virtues of their mothers, but are failing to get from their fathers at the right time that virility of character so necessary in daily contact with the world outside the home. Careful observations show that neither boys nor girls can well afford to be deprived of the influence of the father or of some responsible male friend. If a boy can not get this influence at home, he is going to get it somewhere else; and the next best place to get it is at the school.

In nowise do I depreciate the high and worthy estimates that have been placed upon the mother's influence and teaching; in fact, I regard it as far superior to that of the father's; but the influence of the father is the complement of that of the mother, and both are necessary to complete the home circle of influence and responsibility. Nor would I underestimate the work being done by our worthy co-laborers, the women; we could not dispense with their services if we would. We need more strong men in the profession to reinforce the situation. The women have done their parts nobly, but the plan is that man shall bear his part of the responsibility of rearing and training the child, and it is his part that is being largely neglected. I am in favor of more real men teachers in the schools, men who are the equals of the most efficient women now there.

The Hygienic Situation.

The lack of hygienic conditions in the schools of the south has hindered the progress of our children more than we are willing to admit. We are just now awakening to the importance of sanitation with reference to the welfare of our children. A widespread interest is now taking hold upon the minds of the people with reference to the hygienic situation that is going to do more for the social uplift and the material advancement of our people than all the legislative bodies of the land can do for them. Schoolhouses are now being located with more precaution as to elevation and protection; their construction is being studied more from the standpoint of the school's needs, and their

(Continued on Page 48)

The Ethical Relations of the Superintendent

Or a Code of Ethics for Superintendents

Adopted by the Illinois City and Town Superintendents' Association

A discussion of the proper conduct of superintendents in their professional relations with teachers, school boards and citizens, at the annual convention of the Illinois Town and City Superintendents' Association, in 1909, led to the appointment of a committee to which was entrusted the duty of formulating a "Code of Ethics for Superintendents."

The committee, which consisted of Superintendent M. M. Clark of Streator, chairman, Superintendent L. A. Mahoney of New Rochelle, and Superintendent H. B. Wilson of Decatur, made a preliminary report in 1910 and asked leave to continue its study in order that it might revise and amplify its recommendations. Schoolmen in all parts of the United States were consulted and the code as finally adopted is the result of a most exhaustive investigation. Unfortunately, Superintendent Clark removed from Illinois into Indiana before the work was completed and the final drafts were made without his assistance. The code was accepted by the association at its meeting in December, 1911, practically as presented. It is believed to be the first comprehensive statement of the ethical relations of school superintendents, and deserves the widest possible circulation among public school officials. *It should especially be read and digested by members of boards of education.* Its principles might well be incorporated in the unwritten rules of every school board in the United States.—Editor.

A. Toward the Profession Generally—

a. The greatest honor to which a superintendent can attain in the profession is the voluntary confidence and commendation of his fellows in the profession. The greatest dishonor is the odium which his unprofessional conduct or service must entail from the same source.

The superintendent should bring to his work conservatism of thought and action, dignity of character, honesty of purpose and an unqualified stand for the best in education and in social life.

b. His attitude to his work should be professional, never commercial. He should stand for the scientific attitude toward education; he should strive for the scientific administration of educational principles and educational methods.

To this end he should be a student of sociology and educational psychology, as well as of the subject matter of instruction. He knows the needs and the school attitude of his community and he should seek to apply scientific principles to the daily economy of his work.

c. He should recognize that the larger part of his work is the part not covered by his salary—his social service to his community in constructively furthering every community interest.

To this end he must act from a standpoint of personal disinterestedness, seeking the greatest good to the larger number, never allowing his personal interests to react to the disadvantage of the community, the school or his co-laborers.

d. The profession welcomes to its ranks all who bring to it genuine individual and educational worth, professional dignity and honest service. Such men it delights to honor with its confidences and its commendation. It is to such men that it offers a place upon its educational progress or upon committees or in the offices of its various associations. Such service is an honor only when given as a professional reward and wholly unsought by the individual.

B. Toward Each Other—

a. Superintendents owe to each other the fullest confidence and co-operation in sustaining the dignity and honor of the profession and helpfulness in the honest discharge of professional duties.

To this end they should do all in their power to safeguard each other in their relations with constituents and boards of education. The constructive, helpful influence of the profession should be distinctly felt in every school community.

The ideas, methods and plans of any superintendent should always be regarded as open to the profession and whatever there is of good in any system of schools should be available for the good of all schools.

The profession owes to each member the inspiration and enthusiasm that can come only through frank, constructive criticism and honest, whole-hearted commendation.

Consultation should, perhaps, become as much an institution among school men as among physicians, dentists and the clergy. In cases of specially hard problems in ethics, administration or general school economy, superintendents may invite consultation from fellow members of the profession who should hold themselves open to give such advice when asked and at the same time should guard as their own any secrets or confidences or school conditions that may thus come to their knowledge.

b. In all their business relations superintendents owe to each other the courtesy of perfectly frank, open dealing.

A superintendent should not demean himself or the profession by resorting to any form of bidding or undercutting, or to insinuation or to any unfair dealing in seeking positions. He should hold himself from making any adverse criticisms of fellow candidates, even when the opportunity is presented by the employing board; but rather he should find opportunity to speak of his rival's good qualities and evident successes.

Before becoming an active candidate for a position, one should communicate with the outgoing superintendent to discover that the field is fairly open to candidates. The wholesale notifications by some teachers' bureaus should not be considered as evidence of a real vacancy. Letters of inquiry are entitled to a frank and courteous answer from the superintendent in charge.

If letters of inquiry to the superintendent in charge reveal the fact that the field is not fairly open, applications of candidates should be withheld until it is so declared. The superintendent in charge should never sustain the "dog in the manger" attitude if he knows he cannot maintain his position, but should be perfectly fair to other candidates.

It sometimes happens that in certain school communities, conditions in the school board or in the community life, become so unethical that the superintendent in charge is forced out, and such that no self-respecting superintendent can subscribe to the conditions maintained. In such places the field should be left absolutely open by all truly professional men, and any candidacy for the place on the part of those advised of the conditions should be regarded as unethical and unprofessional.

c. In seeking teachers it is courteous to communicate with the last employing superintendent before finally completing the contract. In visiting teachers for the purpose of employment the superintendent in charge should be

regarded as host and deference be given to his wishes.

It is unethical to communicate with an employed teacher concerning a change of position during the period of her contract without first having communicated with the superintendent in charge and having obtained his consent.

d. General recommendations, given for an individual teacher's use tend toward much embarrassment and oftentimes do not tell the whole truth or place the teacher in a fair way before the employing superintendent.

Their use as evidence of ability or character should be discouraged and superintendents should also discourage their teachers from asking for them. Instead of giving general letters the superintendent should always hold himself ready to answer fully and frankly any inquiries where his name has been used as a reference. Such letters are sacred confidences and should be so held by every truly professional man. They must never be allowed in any way to become a source of embarrassment to the writer.

C. Toward the Board of Education—

a. The attitude of the superintendent toward the school board should be advisory and whenever he finds himself at variance with their ideas of school policy or of school administration he should try to win them to his professional ideas rather than bring about a schism in the board or a strained relation with himself. The superintendent, however, should never surrender his professional rights or dignity for the sake of harmony. His manhood, his ideas of right and his professional dignity stand above all other considerations.

b. The superintendent should always fulfill his obligations to the board and the community and should regard his contract as a sacred obligation never to be broken or regarded lightly. If a desired motion is offered during the contract period it is ethical to place the matter before the whole board for their consideration and action. The action of the board, however, should be regarded as final.

c. There are certain things which every school board should be educated to consider as prerogatives of their superintendent because of his conceded ability as an expert in educational affairs. Among these are the following:

1. The formulation and execution of the course of study.

2. The choice of textbooks to be used in the schools.

3. The selection of competent teachers and the elimination of incompetents.

d. It should be the policy of every board of education to regard the superintendent as the proper medium of communication between the teachers and the board, and the public and the board. Matters of salary, promotion and school assignment should be brought to him by the teachers, as also should all communications concerning school administration or school complaints by the public. All such matters should be immediately referred to the superintendents for investigation and settlement.

D. Toward Teachers—

a. The relation of the superintendent towards his teachers is that of the frank, courteous director and supervisor and of a personal friend. There should always be found the confidence of complete understanding and the attitude of co-laborers for a great cause. Each should maintain a justifiable pride in the work of the other. Each should feel that his or her

success is impossible, in the fullest sense, without the corresponding success of the other.

b. Out of the duty of the superintendent to organize and direct the work of the teachers grows the necessity for frank, courteous, constructive criticism. Such criticism should contain no sting. There should be engendered no feeling of fear or hatred on the part of the teachers, and the superintendent should remember that deserved commendation is as vital as necessary criticism. Criticisms are always private and held as confidential trusts.

c. Teachers who fail to meet the needs of the school or of the community are entitled to a frank statement of the cause and should never be subjected to the humiliation of a non-election without due warning. This warning should also come in time that they may seek service elsewhere.

d. The superintendent should seek the good of his teachers financially and socially. He should support his deserving teachers for promotion, not only in his local schools, but in aiding them to secure other positions, when such positions are better than the local schools can offer.

e. There comes to every superintendent through the intimacy of professional relations a private knowledge of his teachers, social, moral and physical, which it is his duty to regard as sacredly inviolate, never to be used except in professional ways.

E. Toward Parents and Pupils—

a. The superintendent should see that his attitude, the attitude of his teachers, and the general attitude of the schools is that of frank, constructive, co-operative work. Criticism from parents should be met with courteous and patient treatment.

b. It should be understood that there is a standing invitation for parents to visit the schools and investigate the school conditions and to suggest ideas of work or of administration that might be helpful to the schools. Every possible effort should be made to keep parents fully informed of the work and methods of the schools and of the reasons therefor.

c. Reports to the parents concerning the work and attitude of the pupils should always be perfectly frank and courteous in their nature. Nothing should be concealed from the parents, nothing should be included that is not vital to the school work.

d. The peculiarities of certain parents and of pupils in their school relations should never be made the subject of conversation with parties not directly concerned. The professional knowledge of the superintendent and teachers should be used only for professional purposes and should always be regarded as a sacred trust to be guarded jealously from public knowledge.

F. Toward the Community as Citizens—

a. It is the first duty of the superintendent to be a man among men and take his part as a social factor in the community life and interests. In serving the public he still maintains his right to his own peculiar social, political and religious beliefs, and it is his duty to maintain them in a quiet and dignified way.

b. It is the superintendent's duty as an important agent in the education of the young and in the determination of the moral atmosphere of his community, to live a positive, clean, moral life; to be known as a factor that must be counted in its influence in every moral, educational and civic movement. There should, however, be no advertising of his ideas, no exploiting of his positions. His attitude should

always be dignified, his work scholarly, his actions conservatively progressive.

G. Towards Those Interested Commercially—

a. The superintendent must come in contact with the representatives of book houses, supply houses and others interested in the schools from a commercial standpoint. In all these relations he should be conservative. No promises should be made to agents nor should any positive statements be made as to what will be done until all interested parties have had opportunity duly to consider the matters and final action has been taken. No commissions or samples should be accepted except for school use.

b. The superintendent should ask for or encourage the sending of books or samples only when he seriously wishes to consider their adoption. Such books or samples should be regarded as the property of the school and should never be sold, since by so doing the purpose in submitting the sample is defeated.

c. In some rare cases school bookmen or agents become obnoxious by forcing themselves between the superintendent and his board. It should be understood that the profession resents such action whenever it may occur and that such an agent is deserving of and should receive the odium of the entire profession. The superintendent should always be the medium of communication between the agent and the board, and the agent should not proceed contrary to the wishes of the superintendent.

d. Traveling men are often considered legitimate sources of school gossip. Especially are they sometimes encouraged to retail from town to town the misfortunes or troubles which some few superintendents or school systems may have.

AN INVITATION

To the School Superintendents of the United States:

I am very glad to avail myself of the opportunity given me by the American School Board Journal to extend to the School Superintendents of the United States, a personal invitation, as President of the Department, to attend the meeting of the Department of Superintendence at St. Louis on February 27, 28 and 29.

It has been the intention to present to the Superintendents a program which, as far as possible, will confine itself to problems of practical importance to all school men. An earnest effort has been made to eliminate from the program everything which would not have this direct bearing upon the work of the school superintendent. Only those who have had personal experience in connection with the topics to be discussed, have been invited to prepare papers. It is believed that every paper will be suggestive and valuable to school people.

The programs presented by the chairmen of the various Round Tables will also be practical and inspiring. The only difficulty is that one individual cannot attend all these Round Table sessions.

The general session which is to be held on Thursday morning with the National Council of Education, taking up, as it does, a subject which is also a central topic of the Department meeting of Tuesday afternoon, gives assurance that there will be ample discussion of the many different plans and suggestions which are to be presented concerning the methods of determining and securing greater school efficiency.

The fact that the National Council of Education holds

its meeting at St. Louis assures the presence at the meeting of the Department of many of America's most distinguished educators who otherwise might not have been able to attend.

The further fact that the Department of Normal Schools, the National Society for the Study of Education, the Society of College Teachers of Education, and several other organizations are to meet in St. Louis under the same general auspices, assures an almost unprecedented attendance of men and women whose very presence will be stimulating and profitable to all.

Although I am greatly disappointed at the action of certain of the passenger associations in withdrawing the rates previously announced, I am not at all discouraged as to the outlook for a large and successful meeting. If there is any one point I wish to emphasize in connection with this meeting, it is the fact that those who attend come for the sole purpose of securing fresh inspiration and suggestion, and that the tourist or sight-seeing feature which sometimes characterizes educational gatherings is, at the spring meeting of the Department, practically eliminated.

In closing this brief statement I wish to again renew the urgent invitation to all school men interested in the subjects found upon this program to make every effort to be present and to help us make of the St. Louis meeting an unqualified success.

C. E. CHADSEY,

President of the Department of Superintendence.

Denver, Colo., January 12, 1912.

Such gossip is unprofessional and should be discouraged.

e. It should be understood that it is unprofessional and unworthy of a superintendent to accept the services of a book house in endeavoring to locate in a new field of labor whenever such service would seem to place him under obligations to the house.

f. Teachers' employment bureaus are doing a great service in aiding deserving teachers to find suitable locations and in aiding school boards and superintendents to find suitable candidates. Many of those bureaus are to be commended for their truly professional methods of work, but in some cases methods creep in which should not be countenanced by superintendents.

Superintendents should use their influence to discourage those agencies which endeavor during the school year and during the life of the teacher's contract to relocate her in a different field without the knowledge or consent of her present employers.

The influence of superintendents should be strongly against the practice of those agencies which upon a mere rumor or possibility of

change proceed at once to notify a number of candidates of a vacancy.

Respectfully submitted,

H. B. WILSON,

L. A. MAHONEY,

Committee.

Summary.

Briefly summarized this code may read as follows: The superintendents of Illinois believe—in the dignity of the calling of the professional superintendent of schools, standing as it does for unselfish, scientific expert endeavor to develop to their highest plane of usefulness all types of children;—in the need of cleanness of character, sincerity of purpose and honesty of effort on the part of superintendents of schools;—in bestowing confidence, commendation and honor wherever true professional worth appears, as a means of recognition and stimulation;—in the need and value of the freest confidence between superintendents to the end of promoting helpful co-operation and mutual support;—in courteous, deferential treatment of each other in all professional and business relationships;—in the unhampered freedom and independence of the superintendent in his professional rela-

tions to the community, his teachers, and his board and in the necessity of conceding to him as an expert the rights and prerogatives commonly conceded to the expert;

—in the fullest recognition of the superintendent's responsibility for the health, growth, recognition, protection, advancement and guidance of his teachers;

—in the large duty and responsibility resting upon the superintendent for bringing right ideals together with economic methods for their realization to his community and for guarding sacredly all trusts and confidences which may come to him in his official capacity;

—that in furtherance of his high calling, he must be an open-minded, aggressive student of both books and people;

—that we should look with disfavor upon sweeping generalizations whether pertaining to teachers personally, to results secured or to contemplated plans, upon evidences of commercial influences operating to bias the superintendent's professional judgment and his freedom in executing his convictions as an expert, and upon efforts of any sort which have as their motive commercial gain or influence to the possible detriment or compromise of the highest professional interests or attainments.

Some Waste Motion in School Administration

By WALTER I. HAMILTON, Principal of the Thomas Donaghy School, New Bedford, Mass.

Scientific management has been defined as "securing the greatest possible output for the least possible expenditure of energy." This is a very attractive proposition and several times recently I have been led to speculate on what would happen if scientific management could be applied to school management. Note that I say could be. In the present state of society public sentiment would not support an application of "scientific management" in school affairs in any broad sense, although it is possible to make a limited application in the internal workings of any school.

There is a tremendous lot of waste motion in school administration because there exists in the public at large, and also in that portion of the public made up of teachers, no clear-cut consciousness of what the schools ought to do to prepare boys and girls for living in the twentieth century. As an illustration and proof of this let me call your attention to just one matter in American education.

Fifty-seven years ago Professor J. B. Turner set forth very clearly an educational need in these words:

"Probably in no case would society ever need more than five men out of one hundred in the professional class, leaving ninety-five in every hundred in the industrial; and so long as so many of our primary teachers and public men are taken from the industrial class, as there are at present, and probably will be for generations to come, we do not really need over one professional man for every hundred, leaving ninety-nine in the industrial class. The vast difference in the practical means of an appropriate liberal education, suited to their wants and their destiny, which these two classes enjoy, and ever have enjoyed the world over, must have arrested the attention of every thinking man.

Education for the Few.

"The one class have schools, seminaries, colleges, universities, apparatus, professors and multitudinous appliances for educating and training them for months and years for the peculiar profession which is to be the business of their life; and they have already created, each class for its own use, a vast and volum-

inous literature, that would well-nigh sink a whole navy of ships. But where are the universities, the apparatus, the professors, and the literature, specifically adapted to any one of the industrial classes? Echo answers, Where? In other words, society has become, long since, wise enough to know that its teachers need to be educated, but it has not become wise enough to know that its workers need education just as much."

Fifty-seven years, or nearly so, it has taken for this truth to percolate into the intelligence of the country. True, we have had vocational training in institutions of collegiate grade for many years, in commercial lines in high schools for twenty, but only within the last decade have we, in Massachusetts at least, got around to the idea that common schools owe anything to the boys and girls in the way of vocational training. Even now the public is far from being unanimous in its thinking on this subject.

Lack in Co-Operation.

Another writer in a journal of national circulation rises to remark, "The schools are a generation behindhand in their development as effective instruments in civilization." He goes on developing this thesis as follows:

"A stream cannot rise above its source. The teachers of yesterday were piece workers and the schools were educational factories. * * * No teacher saw beyond his machine and his pet process. The principal and superintendent were interested in developing an educational process which had all the analogies of a business organization. They alone were in the position to assemble all the parts of instruction, but in their bookkeeping, cost accounting and ratings of work they lost sight of the finished product—the boy."

Unfortunately principals and superintendents are not, and never have been "in the position to assemble all the parts of instruction." The source of the "educational factory" is not the superintendents or principals of schools, for ninety per cent. of the superintendents are not, and never have been free to manage the schools as well as they know how. In the main the schools have been managed within limitations imposed by laymen whose idea of a good school

is the best school they attended as a boy. "What was good enough for us, is good enough for our children," is the working rule of many a "hard-headed business man." It is not difficult to see why the schools might be a generation behindhand in their development as effective instruments in civilization.

Happy is that community in which the school board takes as its prime responsibility the interests of the children, and is allowed to procure the best available talent to direct educational activities and then can hold the schools responsible for educational results. We have all heard a lot of criticism of school boards, but in my judgment school boards as a rule, fairly represent the educational sentiment of their communities.

Most superintendents and principals are giving their communities in the main just as good schools as their communities will stand for. That the educational results are alleged to be "a generation behindhand" is no fault of educational executives until they have authority to provide something else.

To summarize, then, some of the sources of lost motion in school administration, we can say: (1) There is a constant befogging of the public mind by exponents of widely differing educational ideals. (2) This condition is perpetuated by much criticism that is untrue, or at least, not well founded. (3) There is no well defined educational program having anything like universal assent.

Waste Motion Within the Schools.

These sources of lost motion are outside of control of the administrators of public school systems, but that does not free them from the responsibility of conducting the schools with as little lost motion as possible.

My first proposition is that there is a lot of waste motion in almost any school system, because of a lack of standards. First, because courses of study are not definite enough; second, because of lack of uniformity in teaching method; third, because of too much individual judgment and too little collective judgment.

I am not one of those who believes what is a good course of study for New Bedford, is necessarily a good course of study for Attleboro,

for I believe that the training in school must be adjusted to community needs, but I submit that courses of study should not be so sketchy as to be open to as many interpretations as there are teachers to interpret them. And I further submit that under present conditions, one teacher or principal will rate work good, that another principal or teacher in the same city will rate only fair.

The Remedy.

We can remedy this condition by giving principals and teachers much more effective guidance by more definite courses of study. We can get together and make out a series of uniform tests, and we can meet and thresh out the results until we get a common understanding of the scope of the work in each grade, and what is a reasonable standard.

Let a group of principals go to a recitation and mark each child's recitation and then go out and discuss their markings. Decide what is a good or fair rating, and in the light of their collective judgment go to their own schools and mark their classes.

If the superintendent of schools knows where especially good work is being done either within or without the city, let him acquaint the principals with that fact, and authorize the principal and teachers of the grade in question to visit that school and study the work.

A promotion from one grade to another should represent much more definitely than it does now certain definite performance rated on a much more uniform basis. If the children in one grade of the school are getting twenty per cent. more out of their year's work than the children of another sixth grade, there is a lost motion in the school system and "scientific management" would say find out *why*. I think I am safe in saying there is in large school systems a twenty per cent. variation in the work of some of the schools.

Expert Teaching and Proper Authority.

Having established a uniform standard, my next proposition would be this: A well graded school system demands that pupils who are not measuring up to the standard by doing good work receive special treatment in special classes. Yet I hasten to qualify this by saying we need to exercise considerable caution in multiplying special classes and consigning pupils to them for two reasons: (1) They are financially expensive; (2) democratic society does not want citizens fitted to live only under special conditions rather than those that can assist in raising the general level of conditions for all. In order to get good and excellent school work for a larger percentage of pupils—and every failure is lost motion—I can suggest two things: (1) more expert teaching, which we can have when the community is ready to pay for it; (2) more authority in the school, or more co-operation between authorities already existing.

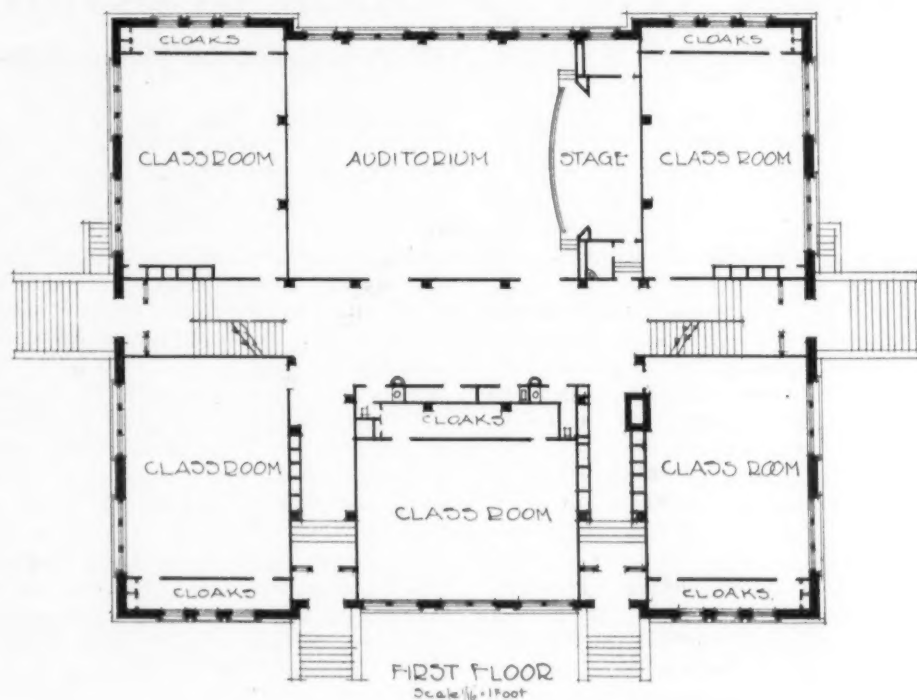
Every principal knows that there is a lot of waste motion in the schools because of lack of authority immediately available. We know that a frequent cause of poor work is poor sight and hearing. We are compelled to test pupils for these and report our results to parents. If there is any authority to compel remedial measures from obstinate parents, it is certainly very roundabout and not of general application. The same is true of children suffering from adenoids and parasitic diseases. In my city, we take school time for dental inspection and dental treatment. Less than half the cases under my observation are treated because of parental objection.

I need not amplify this phase of the subject to suggest a large amount of lost motion occasioned by less efficient children than we might have if there existed the authority commensurate with the very evident need. There is a re-

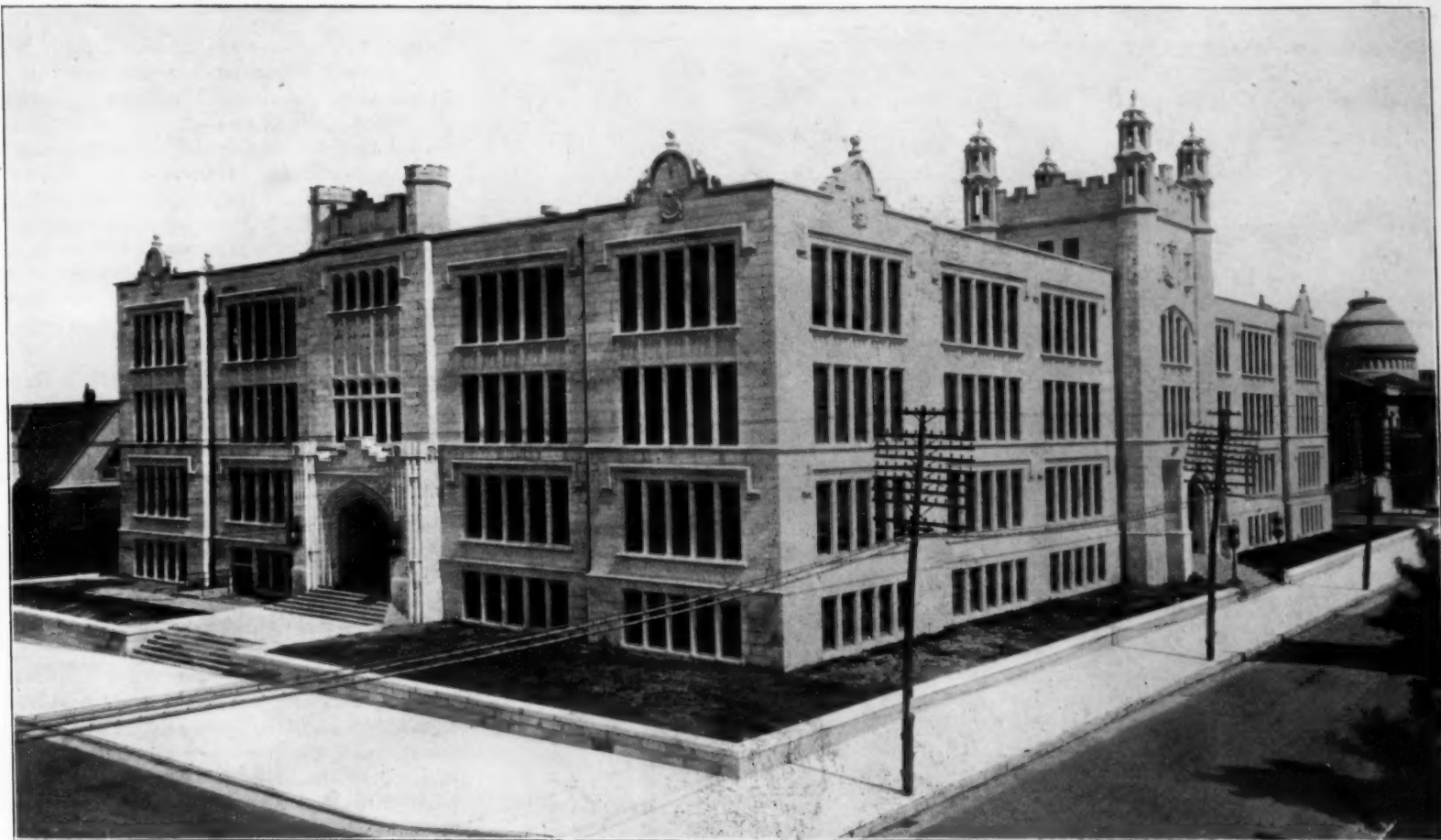
(Concluded on page 52)



NEW LEE SCHOOL, OKLAHOMA CITY, OKLA.



FLOOR PLANS, NEW LEE SCHOOL.



THE OKLAHOMA CITY HIGH SCHOOL.

New School Buildings in Oklahoma City

Designed by Messrs. LAYTON & SMITH, Architects

The public school system of practically all cities of the United States is the result of a long, gradual process of growth and development. The buildings which house the schools have been constructed at different times as the needs of the communities demanded additional accommodations. The result is that among the schoolhouses of any city may still be found buildings which date back to the time following the Civil War and many have incorporated in them the grotesque ideas of the late eighties and early nineties. In few cities, indeed, are the greater number of schoolhouses truly modern in design, construction and equipment.

Unlike other American cities, the growth of Oklahoma City, Oklahoma, has practically all taken place within a decade. It may be questioned whether the civilized world has seen a spectacle of a city that has sprung up practically over night, in which the institutions, the business, the religious and social life have been established in less than ten or twelve years. Without discussing at all the stupendous task of organizing and conducting a system of schools in such a community, it may be said that the problem of planning and building adequate, sanitary and economical schoolhouses for it is such as to require administrative foresight and architectural skill of a very high order. Still, Oklahoma City has met its problem satisfactorily and points with pride to the fact that its high school and all of its grade buildings are modern, complete, sanitary, adapted for still further growth, and in a word, compare with the very best in the largest and oldest cities of the United States.

The New High School.

No better indication of the progressive spirit which actuates American school officials can be found than in the wise and far-seeing policy which the Oklahoma City Board of Education displayed in planning its high school with much care, not only to meet the needs of the best present-day instruction, but also in authorizing

its architects to design and build the best possible schoolhouse consistent with the resources at its disposal.

The instructions which the board of education issued to Architects S. A. Layton and S. Wemyss Smith were in substance as follows: First: Utility and stability should be secured in the design of the building.

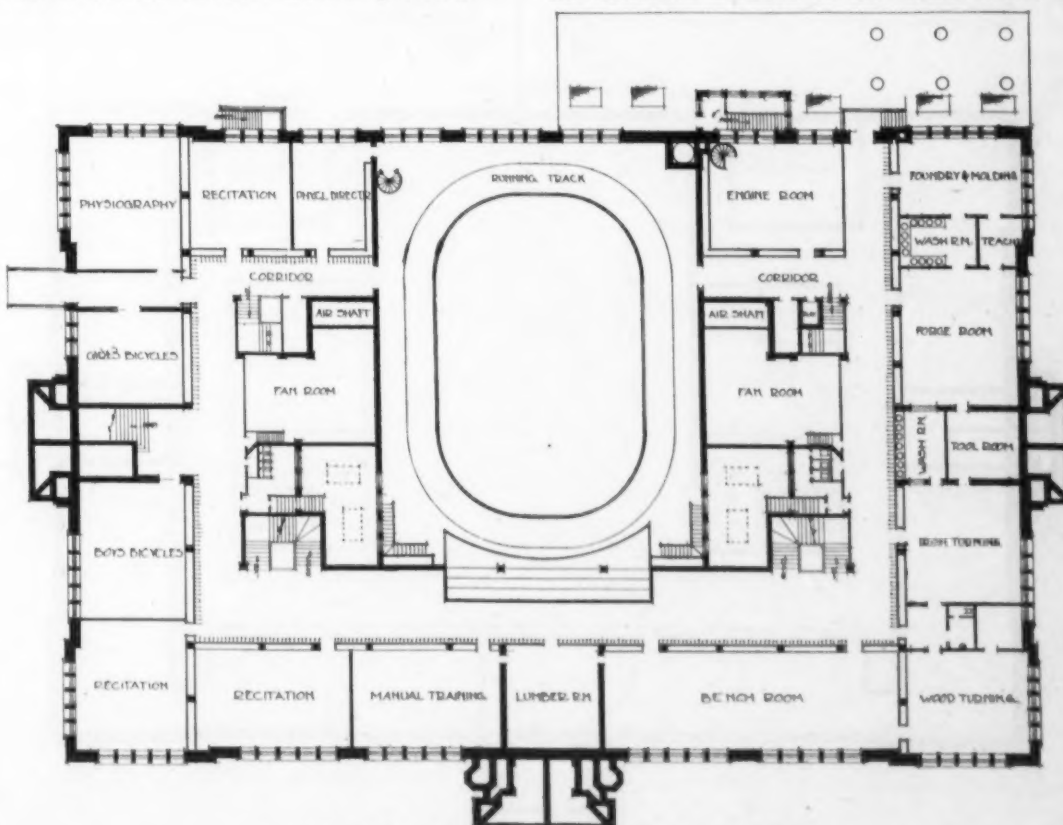
Second: The structure should be as nearly perfect in sanitation and ventilation as modern science can devise.

Third: Both the exterior and interior finish should be pleasing to the eye, and should entail as little cost for embellishment as possible.

In brief, the board wished to secure a practical building in the first place, and an economical and yet not unsightly one in the second.

The building is situated on one of the main streets of the city, with approaches from three sides. It is planned to accommodate 1,600 pupils and houses a complete high school, offering college, preparatory, manual training, science commercial and general cultural courses of study.

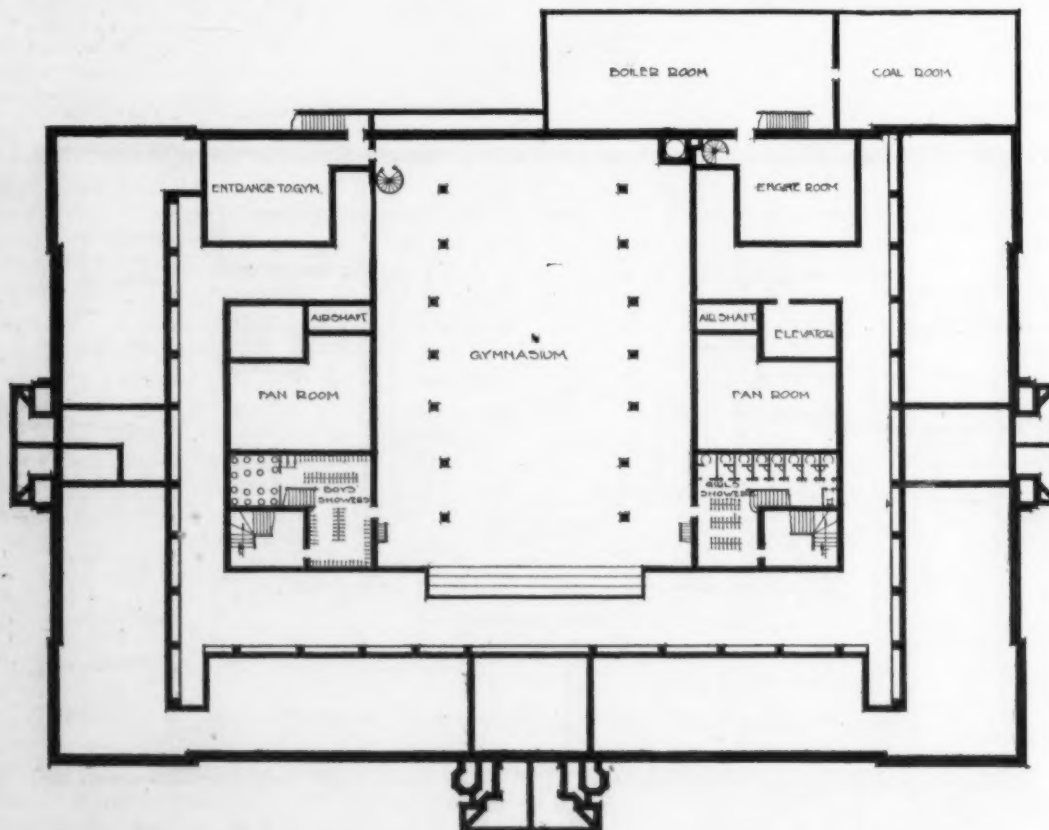
The entire building is constructed of reinforced concrete and is fireproof throughout. With the exception of the windows and doors, which are of flush veneered quarter-sawn oak, no woodwork is used in the construction or



FIRST FLOOR PLAN, OKLAHOMA CITY HIGH SCHOOL.



TOWER AND MAIN ENTRANCE



FOUNDATION AND GYMNASIUM FLOOR PLAN, OKLAHOMA CITY HIGH SCHOOL

finish. The outer walls are faced with Batesville marble, adding much to the severe dignity of the Gothic design. The entrance corridors are faced, to the ceiling, with a beautifully veined Georgia marble. The outside steps to each approach are of granite and the inside steps are marble. The corridors have beautiful tile floors, and are wainscoted with individual steel lockers, which are constructed so as to be flush with the wall. These lockers are thoroughly ventilated and a locker is provided for each pupil. Four interior staircases are provided, giving convenient access to all parts of the building. Each has steps finished with slate treads and risers.

The library and auditorium are beautifully decorated in suitable designs for school work and all other rooms are tinted in pleasing colors.

The toilets are lined with marble and have tile floors. They are so located that they receive direct sunlight. One boys' toilet, one girls' toilet, and separate teachers' toilets are provided on each floor.

The shower bath and locker rooms are located on each side of the gymnasium, one for boys and one for girls. They are also lined with marble and are supplied with hot and cold water through an Ingham mixer, making it possible to secure water of any temperature without danger of scalding the bather. Locker rooms are supplied with steel ventilated lockers for the accommodation of the gymnasium suits.

Mechanical Equipment.

Steam for the operation of the electric lighting and power plant and the heating and ventilating apparatus is generated in three large boilers, located in the boiler room outside the main building walls. In this boiler room are also located the boiler-feed pumps, feed-water heater, vacuum pumps, air compressors, etc., all machines being so connected and valved that any one may be operated independent of all others.

Two direct-connected turbine electric generating sets are used for furnishing light for the building and for generating power to operate the manual training machinery and the heating and ventilating apparatus. In the engine room is located a five-panel Italian marble switchboard, equipped with the most modern electrical instruments.

The heating of the building is accomplished in the main by the fan system, supplemented by auxiliary direct radiation in all rooms which have running water, and in office, etc.

Two large electrically driven fans are used for supplying fresh warm air throughout the building. The supply is taken from interior courts near the top of the building, down fresh-air shafts to the fan rooms, where it passes through tempering coils into washers, removing practically all the dirt. Thence it is drawn into the fans which force it through heaters into large concrete hot-air ducts, or through a bypass under the coils into a tempered-air duct. These ducts extend around three sides of the building under the main corridors. From these ducts galvanized iron pipes, having an opening into each duct, with dampers controlled by thermostats, are arranged so as to admit either hot air, tempered air or a mixture that will be required to maintain a desired temperature in the rooms into which they open.

The vitiated air passes from the rooms into galvanized flues opening into large ducts in the roof, in which are placed electrically driven fans to discharge the air. By a novel arrangement of dampers the air from the roof ducts may be returned to the main heating fans for recirculation when first heating the building in the morning.

The heating plant utilizes exhaust steam from the engines. The steam is circulated through the entire heating system of piping and radiation by a vacuum system, and calls for a high efficiency

of the turbines. The arrangement does away with all air valves on radiation. When the exhaust steam is insufficient live steam is admitted into the heating system through a pressure-reducing valve.

There is a system of automatic temperature control installed, controlling all sources of heat in the rooms of the building. This control is so adjusted that the temperature in the rooms will not vary more than two degrees from that at which the device is set.

There is an electrically operated vacuum cleaning installation, with opening at convenient locations on the different stories for the cleaning of the floors, walls, etc., of the building.

Cost of the Building.

The instructions of the board have resulted in the completion of a structure of the most substantial and beautiful materials at a cost of only nineteen cents per cubic foot. This cost estimate includes the entire mechanical plant, heating, ventilation, plumbing, vacuum cleaning, automatic heat and humidity regulation, and turbine-engine generating sets for light and power.

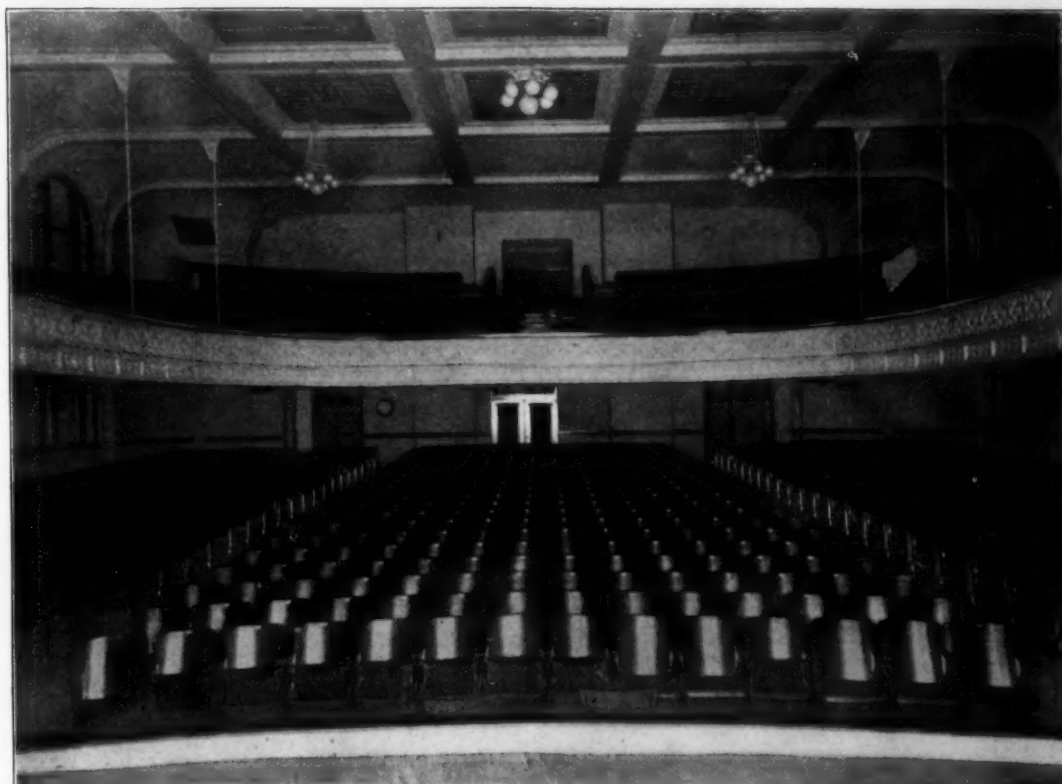
The outlay for the building and its equipment was as follows:

All structural work, including plumbing, sewers and electric wiring.....	\$372,075.00
Power plant, heating and ventilating, mechanical equipment and vacuum cleaning plant	62,735.00
Additional ground acquired by the board	32,000.00
Permanent equipment, including electric fixtures, telephones, program clocks, individual steel lockers, stage scenery, elevator, refrigeration and water purifying, blackboards, Venetian blinds, and auditorium decoration	23,000.00
Furniture and furnishings, including pupils' and teachers' desks and chairs, opera chairs and piano in auditorium, gymnasium equipment and running track, lunch room and kitchen equipment, laboratory equipment, manual training equipment, domestic science equipment and silverware, library furniture and office counter.....	31,730.00
Retaining walls, sidewalk and grading	22,000.00

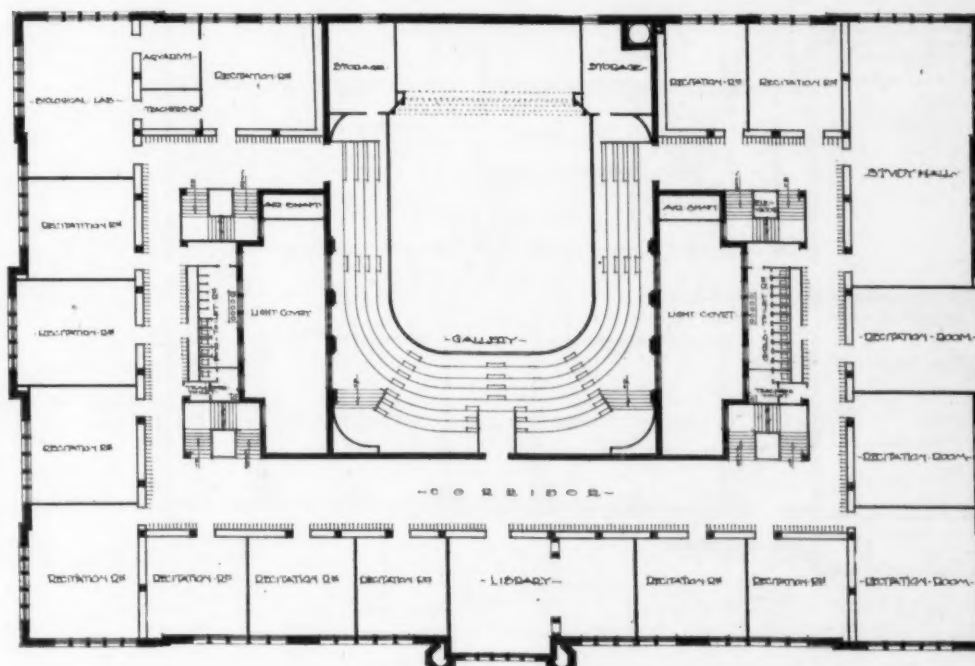
The Grade Schools.

Oklahoma City may well be proud of her elementary school buildings. She has some of the finest and most uniformly good school-houses of any city in the United States. She has in ward schools eleven fireproof buildings, and is now erecting six more, which will make a total of seventeen absolutely fireproof schools. Beside the fireproof schoolhouses, she has seven brick buildings of the usual brick-wall and joist construction.

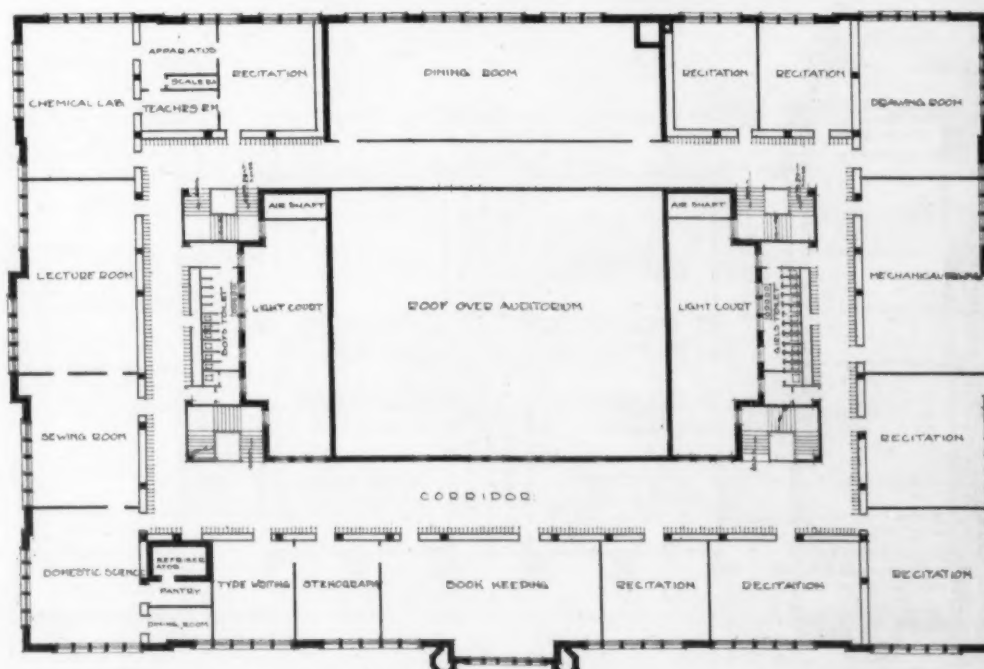
The new Lee school, illustrated on page 24, is a characteristic elementary building which has been designed and erected under the superintendence of Layton and Smith. In practically all structural details and equipment it is like the other schools of the city and a description of it will convey a good idea of the character of the remaining new schools. It has eleven classrooms, a large auditorium with a stage, and large manual training, domestic science and kindergarten rooms. The classrooms are twenty-three by thirty-two feet in size, and are lighted from one side, allowing about seventy-two square feet of glass without large piers. The cloakrooms are arranged across the ends of the classrooms, next to the outer walls, and are accessible only from the classrooms, which gives the advantage, in this mild climate, of admitting the natural ventilation on all sides of the building, without admitting the light in the end of the room. This is very desirable in the late spring and early



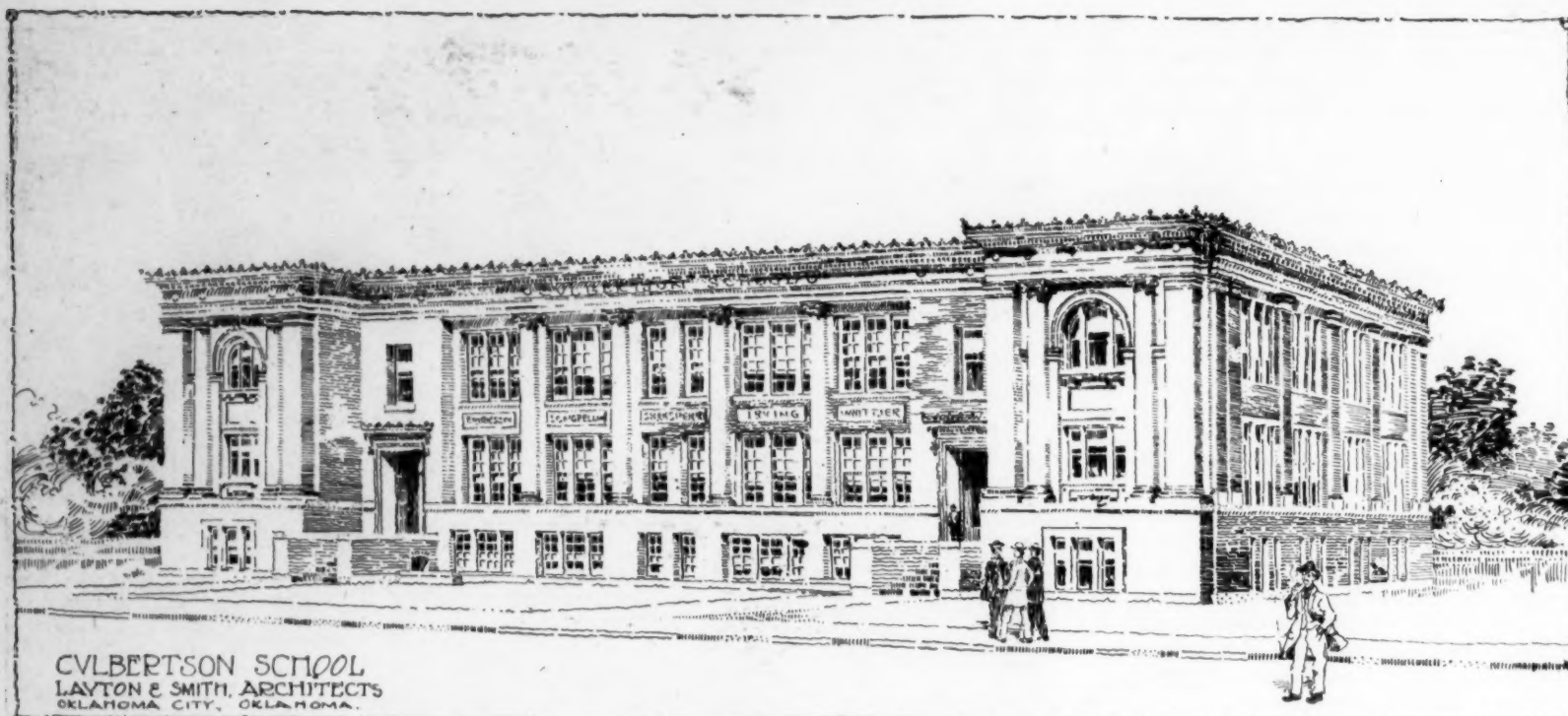
AUDITORIUM, OKLAHOMA CITY HIGH SCHOOL.



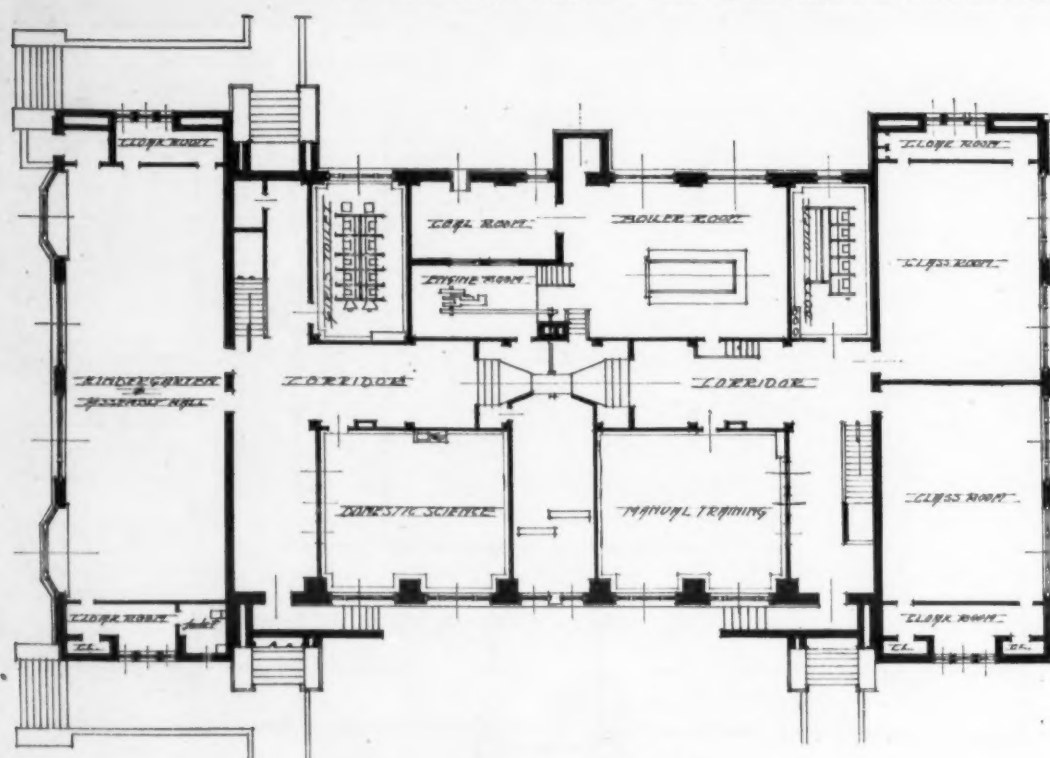
SECOND FLOOR PLAN.



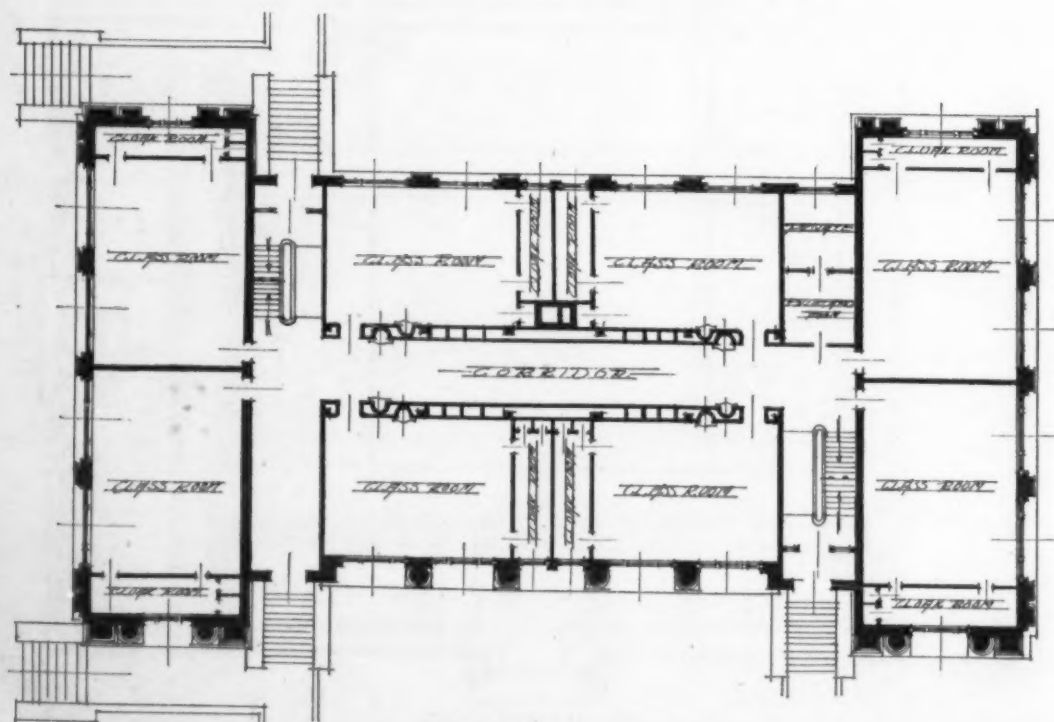
THIRD FLOOR PLAN.



THE CULBERTSON SCHOOL, A TYPE OF THE FIRE PROOF GRADE SCHOOL IN OKLAHOMA CITY.



GROUND FLOOR PLAN, CULBERTSON SCHOOL.



FIRST FLOOR PLAN, CULBERTSON SCHOOL.

fall, before the ventilating fans are put in operation.

The finish of all classrooms is maple floor with cove cement base and cement wainscoting to the height of the chalk trays. All cement work is painted with a waterproof paint. The chalk trays are covered with a wire screen, which is hinged in such a manner as to permit the chalk dust to fall into the tray underneath, and yet protect the erasers from the dust. The chalk trays are cleaned by vacuum cleaners.

Above the blackboards is placed a twelve inch band of cork linoleum surmounted by a neat wood mould. This linoleum is used for pictures, display work or other ornamentations without defacing the plaster work. Above this linoleum the walls and ceilings are coated with cement plaster with a sanded finish and painted with oil paint in flat colors. The colors are selected suitable to the points of the compass from which the light is admitted. About fourteen inches from the ceiling is placed concealed metal picture moulding.

No casings are used on the doors or windows, but the jambs are plastered with round corners. All doors used are hardwood veneered, without panels or projections.

All cloakrooms have cement floors, and are fitted with sanitary clothes hooks, permitting the circulation of air between the walls and garments. The screen doors between the class and cloakrooms are left with openings at the top and bottom, so that the air leaving the classrooms passes through the cloakrooms and airs the garments on the hooks. Each cloakroom is provided with a teacher's locker for the safe-keeping of supplies, etc.

The corridors have cement floors, painted with waterproof paint, making them sanitary and noiseless. The stairs are of reinforced concrete with cement treads and safety nosings. Instead of the usual balustrade the stairs have a solid cement wall two and one-quarter inches thick and four feet and six inches high, finished with a hardwood cap, so that in case of panic no pupil could be crowded over. The balustrade is sanitary and easily cleaned. To both the inside and balustrade walls are bolted bronze brackets, which support round oak handrails on each side of the stairs.

Sanitary Equipment.

Each ward building has toilet rooms on the ground floor, which are fitted with especially designed sanitary fixtures. All toilet rooms have cement floors and wainscoting, the same as is used in the corridors, and all are painted with

waterproof paint. The toilet rooms are absolutely odorless and have mechanical ventilation separate from the main ventilating system. Emergency toilets are provided on all other floors.

The corridors are fitted with sanitary drinking fountains, and the water is filtered so as to be absolutely pure.

All buildings are provided with what is known as a steam-blast heating system, which delivers thirty cubic feet of air per minute to each pupil. The air is taken from the outside about thirty feet from the ground and pulled through the tempering coils, and is then forced through the heating coils by means of fans. The heat is controlled automatically, giving a uniform temperature of the desired degree. All heating plants are fitted with humidifiers, automatically controlled, which keep the air at the desired humidity. All buildings are now being supplied with vacuum cleaning systems.

The schoolrooms are so arranged so as to get the sunlight at some time during the day. Great care has been taken to make the buildings absolutely safe and sanitary, and to surround the pupils with the most hygienic conditions known to modern science.

The kindergarten rooms are located, where possible, on the southeast corner of the first floor. They have direct entrances through separate vestibules, so that the kindergarten children do not mingle with the larger pupils. The rooms are built about six inches above the outside grade and are about twenty-four by forty-six feet. The windows are extended down close to the floor and are provided with flower-pot supports of one-half inch galvanized iron pipe. The floor beneath these plant-supports is of concrete. The kindergarten rooms are provided with work and sand rooms and with private toilets suitable for children of kindergarten age. In front of the windows are the flower beds. The playgrounds for the kindergarten pupils are separated from those of the larger pupils. Special attention has been given to have large, roomy playgrounds.

The domestic science rooms have been given due attention, and are fitted with specially designed tables, with white enameled wainscoting, etc., and asbestolith floors.

A large room is provided in each ward building for social gatherings. In each classroom is provided program clocks for the convenience of the pupils.

The Bryant, Englewood and Linwood schools are of a different type from the other buildings. They are built two stories in height, thus giving only one flight of stairs to climb. In this type of building, the toilets for both boys and girls are arranged on each floor, and yet so located that there is no objectionable feature. This system has many advantages that educators will recognize; and it is likely that future buildings will be patterned after this plan.

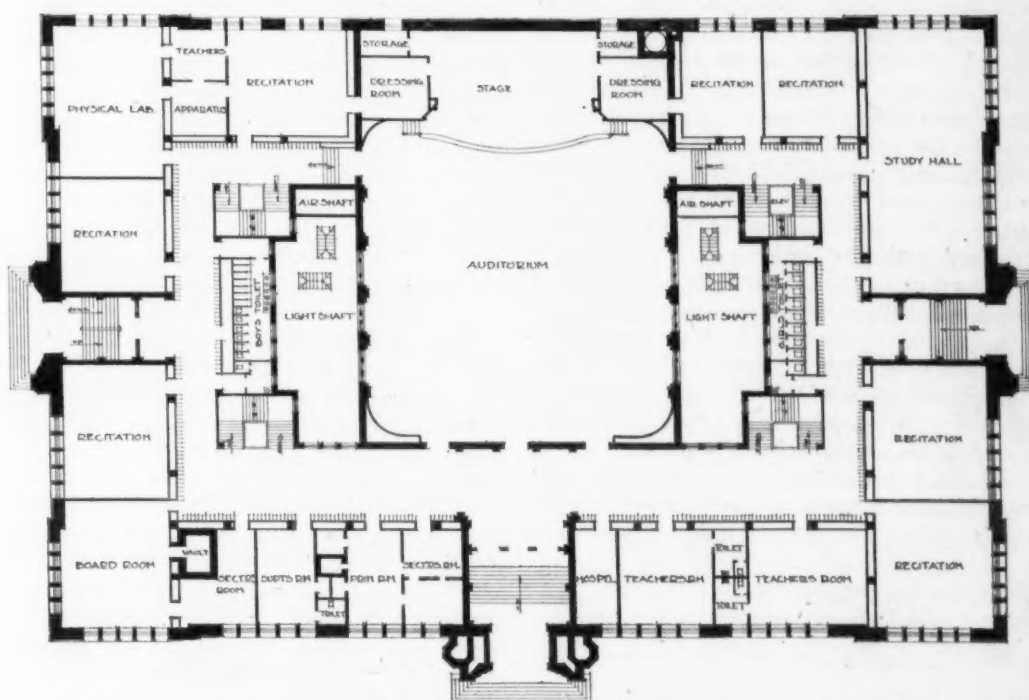
All ward buildings in Oklahoma City are so constructed that they may be added to. The central feature is first built and then added to from time to time to meet the rapid growth. This has been worked out by the architects in a clever manner, so that the ends that are to receive the future additions do not distract from the appearances of the structure, but give the impression of a completed building at all times.

The fireproof ward school buildings are being built at a cost of thirteen cents per cubic foot, which includes the heating and plumbing.

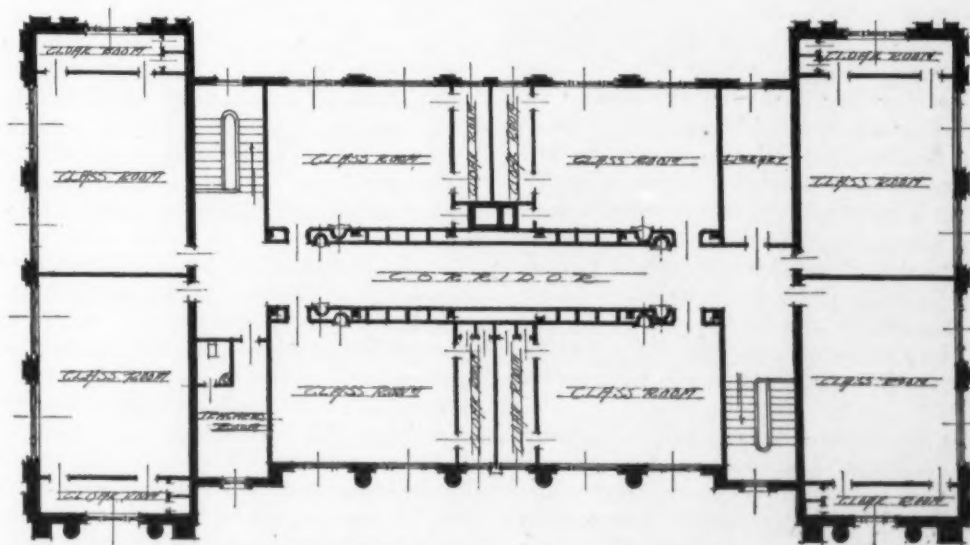
The educational authorities of Chicago are planning to revise the courses offered in the evening high schools so that practically the entire day school curriculum will be included. Students will have the opportunity of receiving a complete elementary and high school training of the same standard as the day students and



LOWELL SCHOOL, OKLAHOMA CITY, OKLA.



GROUND FLOOR PLAN, OKLAHOMA CITY HIGH SCHOOL.



SECOND FLOOR PLAN, CULBERTSON SCHOOL.

will be awarded certificates of equal value upon graduation. The demand for the courses has existed for a number of years and has been em-

phasized by requests from trade unions, who want their apprentices to have a better training than that afforded by the shop alone.

THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

WM. GEO. BRUCE, Editor and Publisher

EDITORIAL

SEND SUPERINTENDENTS TO ST. LOUIS.

It will be interesting to the average school board member, in turning over the pages of this issue of the School Board Journal, to note that it is a Special Convention Number. And, undoubtedly, the question will present itself: Why a special issue for the St. Louis convention? The answer is simple: Because every school superintendent, both city and county, should be sent to that meeting by the governing body to which he is responsible for the conduct of schools.

The purpose of the meetings of the Department of Superintendence of the National Education is to bring together the professional heads of city and county schools, the professors and instructors in education in universities and normal schools for the discussion of the larger problems of school organization and administration. The addresses and discussions are presented by the greatest leaders in public school education in the United States. Leading specialists come with the results of years of research and study. Committees of practical men present the results of investigations into school conditions and school problems after study extending over years of time. At St. Louis more than six such reports will be received and discussed.

The meeting of the Department of Superintendence is the big annual event to which every superintendent who is alive to the responsibilities of his office and the opportunities of his position must look forward to as the convention which will determine for him educational policies and solve administrative problems. It is a school for superintendents, a clearing house where educational ideas are exchanged, where difficult problems are settled; it is a post-graduate course for superintendents who would stand in line for promotion in their profession and who would keep up with the everchanging, growing and improving standards in school work.

The choice of St. Louis for the convention is an exceptionally happy one. St. Louis is a city of schools that has been famous for its administration for many years. Its school buildings are alone worthy of a visit. It is well located, conveniently accessible from all parts of the country. In fact, fifty per cent of the population of the United States lies within a circle of five hundred miles, and radiating railroad lines make it accessible within a night's ride from a large part of the country.

Every school board should send its superintendent to this convention and should pay his expenses in full. If he does not believe in going, he should be ordered to go, not for the benefit which he, personally, may derive, but for the value which the convention will have for the schools.

The St. Louis convention reminds one very much of important conferences which are held each year in a number of professions, trades and industries. Great business corporations send their presidents and superintendents for the direct benefit which they expect to derive. Every manufacturer knows how these gatherings fix trade policies, make possible a better understanding between houses, reduce abuses and evils of competition, have a tendency for

making prices and credits more stable, improve manufacturing methods, etc. Even where such conventions do not produce direct returns to a house, they ultimately are a benefit to the whole trade and in this respect to each business concern.

The St. Louis convention will not be a pleasure trip nor a junketing excursion. It has frequently been remarked that of all educational conventions, the superintendents' meetings are the hardest working of all. It is a pleasure to walk through the corridors of a superintendents' convention hotel and find group after group of men busily engaged in discussing educational problems and in exchanging ideas and experiences. In fact, it has been said that more information is imparted in the discussion and exchange of experiences at superintendents' meetings than in the set papers.

The program for the St. Louis convention is a particularly strong and practical one. As Superintendent Chadsey remarks on another page of this issue, an effort has been made to remove from it everything that is not practical and to appoint as speakers only such men as have had definite experience in the matters which they will discuss.

We are certain that every school board which sends its superintendent will be more than repaid for the time which he will spend away from his desk and the money outlay which will be necessitated for railroad fares and hotel expenses. As Alfred Mosely, the leading English educator, has recently said, it is always difficult to put your finger on any spot and say that this, that or the other definite result has come from an educational investigation. "The direct gain," he remarks, "is often in a fuller appreciation of the function of the school, a more intense interest in the work, a deeper sense of duty, a more settled confidence and a broader judgment of the daily problems that vex."

NEW MEASUREMENTS OF SCHOOL EFFICIENCY.

In two reports which had their first publication in the December and January issues of the School Board Journal, Dr. Leonard P. Ayres presents the results of a co-operative inquiry into the problem of retardation and offers two methods of determining the number of children who are backward in progressing through the schools. The first criterion he calls the age-standard, according as children are found to be above than the age usually set for particular grades, and the second he terms the progress-standard, based upon the rate at which children are doing the work of a grade and passing from one grade to another. He shows that the slow children are approximately equal to the number of over-age children but that the two groups do not contain the same individuals. He argues that to measure the efficiency of a school system by the number of children who are only slow or by those who are only over-age is not accurate, but that the two should be considered at the same time so as to form more accurate judgment.

In the second report, Dr. Ayres takes up the great waste of money made necessary by the instruction of such as repeat classes. He compares this cost with the saving which is made through children who pass through the grades more quickly than the regular course of study demands that they should. He shows that while the latter group somewhat counterbalances the expense entailed by the slow and over-age children, that still most of the twenty-nine cities have not such an efficient school organization as to nearly meet the extra expense of the slow children.

The two reports are exceedingly interesting and valuable. As studies of modern school conditions they are useful as further guides in

judging the efficiency of the schools and in providing means of more nearly adapting them to the needs of children. The reports are well worth the study of every school board member and the tests they discuss might with profit be applied to the schools of every city. It would be well if school superintendents more generally co-operated with such organizations like the Russell Sage Foundation so that more scientific and correct measurements might be available for testing the schools and for bringing them to a higher usefulness.

MR. ELSON'S CASE.

The Cleveland schools have been pointed to for a decade as model; the "federal plan" of school board organization has been the greatest single influence for the reduction of school board membership as it has taken place in the majority of cities in the United States. That, in the city of Cleveland, so capable and successful a superintendent as W. H. Elson should fail of re-election is hard to understand, even though it is not difficult to account for.

The present situation in Cleveland proves the truth of the statement that the small board as a form of organization is not a panacea for all of the evils of lay control of the schools. It rather emphasizes the fact that even in a "good school town" a combination of circumstances may prevail which will, temporarily, nullify the influences of the best school laws. Mr. Elson's failure to be re-elected must not be blamed to any fault in the type of control which the small board of education implies. It is wholly due to the peculiar position which the superintendent holds in the American school system.

We have frequently pointed out the difficulties in the office of superintendent of schools in cities. In Mr. Elson's instance many factors contributed to his ultimate failure, not unlike similar cases in other cities. His fearless stand for raising the efficiency of every teacher in the corps quite naturally turned certain factions against him. His dismissal of several popular and influential members of the staff drew upon him the enmity of certain powerful factions and cliques. Every superintendent has his friends and enemies in the board of education and Mr. Elson was not without his share. The members, at least a portion of them, found in some of his aggressive policies cause for violent opposition to him. The public became sufficiently interested in the faults which a portion of the teaching corps and board members found and returned to the new board of education persons who were popularly known to be anti-Elson. Clique politics and petty partisanship played their part in the general opposition to him. Not a little did the championship which the president of the board, Mr. Haserot, displayed for Mr. Elson's cause contribute to the consideration of another person for the superintendency.

The present situation is relieved, so far as the efficiency of the schools are concerned, by the election of Miss Harriet Keeler, a woman of long experience in the Cleveland schools, who is said to have a thorough grasp of conditions and needs and who apparently enjoys the confidence of the board and teaching corps.

Certainly Mr. Elson's case suggests that school boards should have a much higher appreciation of the work of the men whom they elect as superintendents and that personal ambition, revenge, partisanship or prejudice should not be allowed to awaken continued opposition to an able school executive.

IMPORTANT PRINCIPLES.

Dr. Thomas A. Finegan, third assistant commissioner of education for New York state, recently told an audience of teachers in Buffalo what he considers to be the eight fundamental principles of urban school organization. None of the ideas advanced are new, but Mr. Fine-

gan's statement of them is so clear and forceful that they are well worth reproducing:

"First—These laws should never be incorporated in city charters, but should be included in the general education law.

"Second—There should be an absolute divorce of the school affairs of the city from the other municipal and political activities of the city.

"Third—There should be a clear line of demarcation between the business management of the schools and the direction of the professional work of the schools.

"Fourth—There should be an unpaid board of education consisting of say seven members who are not experts in school work. The term of office of these members might be seven years, one member being appointed annually. These members should be appointed by the mayor without confirmation, or should be elected at a general election held on a date specifically set for such purpose. This board should be in charge of the business management of the schools.

"Fifth—The professional management of the schools should be under the direction of the superintendent and his assistants. The assistants to the superintendent, supervisors and directors of special work, and all teachers should be appointed by the board of education on the nomination of the superintendent.

"Sixth—Municipal authorities should be required to include in the tax budget annually a specified minimum amount for the maintenance of schools. The funds set apart for the schools should be under the absolute control of the board of education.

"Seventh—The selection of sites, the preparation of plans for new buildings and the construction of such buildings, repairs and additions to buildings, etc., should be under the control of the board of education.

"Eighth—Teachers should be appointed from a list of eligible candidates in the order of their merit.

MODERNIZING THE SCHOOL PLANT.

Few cities, indeed, can boast a fortunate situation like Oklahoma City, through which all of the public school buildings are modern in construction and equipment. Practically every large community has schools dating back twenty or thirty years, ill-adapted to present school needs, architecturally and hygienically inadequate.

Not an inconsiderable number of cities in the East and Middle West have been engaged, during the past ten or fifteen years, in modernizing such old buildings by installing better heating and ventilating plants, improving the natural and artificial lighting, replacing the plumbing, providing better stair and exit facilities and buying hygienic furniture and equipment. Such a policy has, no doubt, the advantage of lower-

ing the cost of keeping up the school plant and prolonging, at a comparatively small outlay, the life and usefulness of large building investments.

The modernizing of school buildings is, however, not always wise. To merely say that an expenditure of five or ten thousand dollars will put a house in shape for another twelve or twenty years is not sufficient cause for proceeding to do the work. The educational value of the building must be considered first, or at least equally with the money-saving which seems apparent. All schemes for the erection of new schoolhouses, as well as the rebuilding of old ones, should primarily be subject to an administrative and educational efficiency test.

The organization of an urban school system is far more complicated than it ever has been, not only because we are improving methods in administration, but also are adding continually to the function of the schools. The introduction of medical inspection and manual training, the adding of trade courses, of social centers, of night classes, of extension schools, makes a much heavier demand upon the school plant than the old simple eight-grade curriculum ever did. The schoolhouse must be fitted, not only to meet the daily needs of the children of the elementary grades, during the five or six hours when they are in class, but it must serve the adult population as well in the evening.

All of the broadening of public education, during the past decade, has greatly increased the expense of conducting the schools. Add to this the natural rise in the cost of labor and the common necessities and it will be readily appreciated that the school plant must be arranged for the highest efficiency—that it must cost as little as possible and give as much service as can be obtained from it.

The rebuilding of old schoolhouses is an economic problem that is much broader than the average school board member is inclined to believe. It is deserving of much study, not only by the school board business manager, but also by the superintendent and his professional assistants. In many cases, it will be found advantageous to follow the practice of industrial corporations, which do not hesitate to scrap expensive machinery and to shut down manufacturing plants when they find that the designing of an entirely new machine, or the planning of a new factory in a new location, will greatly reduce their expenses and add to the ultimate profits. In a sense, the school board is the governing body of a manufacturing establishment, whose product cannot be measured physically, but whose plant can be greatly improved and made more efficient.

SCHOOL LEGISLATION.

A number of state legislatures are at present in session or will convene during the year. Quite an amount of school legislation is proposed, and according to the weekly legislative bulletins of the United States Bureau of Education, some important changes in school policies will be enacted. Some of the bills are inexpedient and others far too radical in character.

It should be the duty of every school board to watch these new measures and stamp them with their approval or disapproval as the case may require. No one is better able to pass judgment on school bills than members of boards of education. No legislature should attempt to enact new school laws without first receiving the favorable consensus of opinion of the school officials.

It might be well if every school board selected a temporary committee whose duty it should be to propose new measures and further their passage, and to oppose such possible enactments as are not compatible with sound public policy and the advancement of school interests.

Education is not a benefit to be conferred by charity; it is a condition of intelligent citizenship to be insisted on by the state for the welfare and preservation of the state.

The plan of organization of a school board is an important factor in its success, but after all it is the men constituting the membership who make a board what it is.

"A being without moral character is worse off educated than if he were ignorant. For education merely effectualizes an individual's power for evil. Let the intellect sleep, or civilize it."—J. Howard Moore, Chicago.

A principal learns a lot from his teachers; but is rarely willing to admit it.

Some women teach for money; others for the love of it; most of them because they must make a livelihood.

The teacher who knows how to spank a boy properly did not acquire the knowledge at the normal school.

There are multitudes of good students; what is needed is more good teachers.

School boards are not looking for men who can become good enough superintendents and principals; they are seeking the very best men they can find as the professional leaders of their schools.

Five log schoolhouses still remain in Indiana, but more than one-half of the schools are housed in brick and the balance, mostly country schools, are conducted in frame structures.

"I confess to a feeling of impatience, if not positive disgust, at the seemingly endless discussion in educational circles as to that course of study leading to the greatest culture. Without consciousness of the Deity, without faith in the unseen, are not all kinds of intellectual cure relatively worthless? The teacher who forgets the immortal in man is not less foolish than is the artist who paints his creations on tissue paper, or the sculptor who chisels his ideal in melting ice. Nay, the case is much worse than that, for training the hand and the head to the neglect of the heart is frequently like beautifying a bombshell whose mission is destined to be one of death and destruction."—Alfred Hume, University of Mississippi.

The new state of Arizona will have, as its first superintendent of public instruction, an efficient, energetic school man, Mr. C. O. Case.

Barksdale Hamlett succeeds Ellsworth Regenstein as superintendent of public instruction for Kentucky.

"The superintendent of schools should be a large force in making the standards and ideals of his community. His greatest enemies are no ideals and standards, or low ideals and standards. He must create the right ideals for his school principals."—J. M. Gwinn, New Orleans.



Superintendent Young Invents a Pronoun?



The Dickens Centenary.

Industrial Education in American Schools

By F. E. BARR, Formerly Director of Manual Arts, State Normal School, Springfield, S. D.

Industrial education as a part of the regular school system had its origin in Europe, roughly speaking, about the middle of the last century, and has spread rapidly until it has gained a stronghold in almost every civilized country of the world.

In all countries it has sprung up in answer to the persistent demands of social and industrial interests. And has resulted in most countries in the development of what we may term trade schools, established first in connection with the regular schools and later developing into distinct institutions. The purpose of such schools is to prepare their students for some trade. This is no doubt, a worthy aim and schools established in this and other countries with that aim have thrived because of merit.

The trade schools have, however, failed to meet one great demand, namely, the industrial needs of the great mass of boys and girls in our public schools. True, they have prepared a small proportion of the whole number of students for callings, useful and fundamental to industrial growth and to the advancement of civilization, but they have failed to interpret and meet the need of the masses.

The needs of our country demand the establishing of two distinct classes of industrial schools, one for instruction in the various trades which thrive in our country and another for the masses of our public school students. The one as an independent institution, the other as a part of our public school system. The aim of the former to give special training in a particular trade. And the aim of the latter purely, or at least largely educational, and general in its application.

With rare exceptions there are no schools, in European countries, whose aims are educational to any great extent. It has remained for this country to see this broader and greater application of industrial training to meet the need of the masses, and to establish in our regular school system, industrial schools, the aim of which shall be chiefly educational, and not economical, or commercial.

In this country the foremost industrial educators have already recognized this aim as the great end to be sought in industrial training. Every year finds more and more such men in our better and more progressive schools, and before twenty-five years shall have passed the mere tradesman with no broad general training will have no place in the industrial classes of our public school system. These schools will demand in this department men of broad general training, men who are able to grasp this great ideal in our system and who are in every sense of the word educators of high rank, capable of bringing our schools to a realization of this ideal.

The pedagogical tendency of the age is to lop off that which is more theoretical, less practical, merely speculative, and to adopt that which is more practical and more applicable to our physical, mental and cultural needs.

Mere philosophy (speculation) has never done anything directly for civilization. The world demands, and must have at any cost, men who know and can do. To meet this demand is peculiarly the problem of industrial education. And ultimately every school will succeed or fail just to the extent to which it solves this problem or fails to solve it.

It has been charged against our high schools and colleges that they fail to prepare their students for the struggle of life in the commercial world and in other spheres of activity. This charge is, in a large measure, true. Our cur-

riculum has had and still has too much of the non-essential element and too little of the essential element in it. The establishment of laboratories and laboratory methods in our schools (a phase of industrial education) has done much to make void this charge, but there is still a great deal to be done.

There are still a few, who call themselves educators, who decry the introduction of industrial education and complain that we shall become too practical and shall lose all culture out of our education. Fortunately these impediments cannot long withstand the onward sweep of our newer and greater educational ideas, and the sooner the dried up, cobwebbed, exploded theories of the past, in educational as in other matters, are dropped, the better off the world will be.

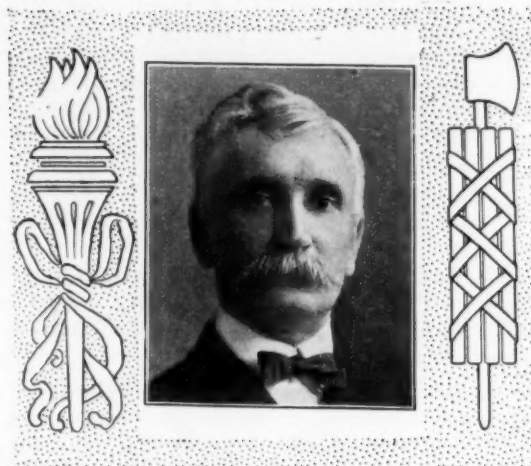
It is utterly absurd to say, other things being equal, that we may become too practical. Let our aim be to improve agricultural methods, to reform social conditions, to better manufacturing processes, or to acquire the greatest amount of culture possible; and we shall find that the more practical the methods we employ the more completely we shall attain our end.

In this discussion so far I have devoted some time to answering objections which have been raised to the establishing and maintaining in our school system industrial schools, the purpose of which shall be educational. I shall now endeavor to show some elements which make it possible to offer industrial training which is educational rather than professional, which is general in its application rather than specific.

President Eliot has been quoted as saying that of all the courses offered in the great institution of which he is head there is not one to which the subject of mechanical drawing might not be profitably added, unless it be the theological course, and even in that it is probable that the subject would prove beneficial.

Every one must admit that whatever will train the eye for keener and more accurate observation, the reason for more logical action, the judgment for quicker and more certain conclusions, the hand more deftly to perform its duties, is cultural.

No one can investigate even the poorer, of our manual training schools, which are directed by real educators, and which have the educational aim, and fail to see that it does all this,



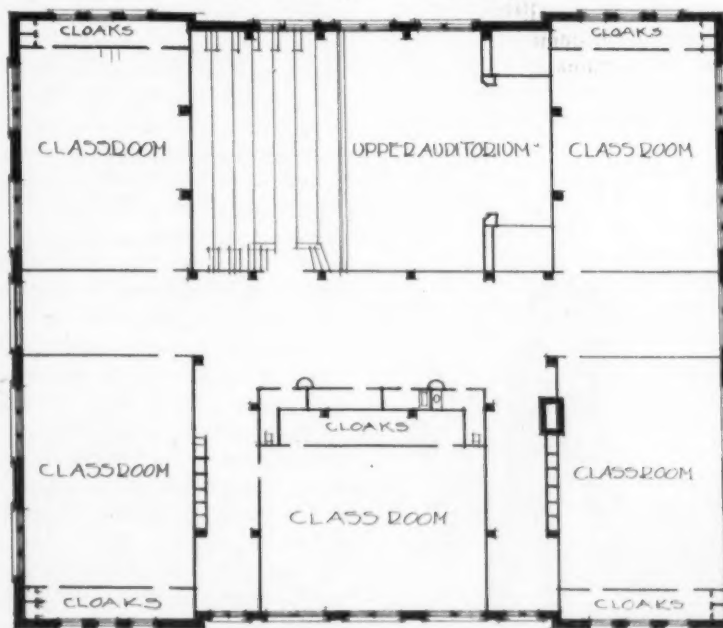
CHARLES H. KEYES
New York, N. Y.

President, National Council of Education.

and more. It dispels the fallacious, demoralizing idea that to work is degrading, and produces in the student a worthy pride that he is the creator of that which is of use to the world. It also stimulates an appreciation of that which is beautiful in construction and design, and furnishes a new means of self-expression. Thus it adds opportunities for growth and development.

Everyone who is conversant with the principles of pedagogy, theoretical or practical, must admit that whatever does these things is highly cultural, and that the greater the means for self-expression we have at hand the greater our chances for growth. Modern pedagogy tells us that expression is only one step in the process of acquiring knowledge, and that we have learned nothing until we have expressed it in some way or other. Today that which is most practical is beginning to be recognized as most cultural also. In the light of modern experience in the field of education, and in view of the facts just mentioned and which are borne out by extensive and careful experiments, we should be broad-minded enough to see the element of advancement and improvement in our educational tendencies, and should recognize with our leaders in thought that between the elements of culture and the practical element in our educational scheme there is no quarrel. Rightly viewed, they are harmonious and inseparable.

Let us gladly welcome the introduction into our school system, of the most potent element for the production of good citizens, and for raising the standard of culture it has ever possessed—industrial training with the educational ideal.



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If your school had a full orchestra directed by Elizabeth Burchenal, don't you believe that your scholars would become most proficient in all the folk dances and games she has collected and compiled?

If you are planning a special program of "Songs of the Nations," would it not be apropos to the occasion to have Evan Williams or John McCormack step in and sing for you a dozen of the beautiful old Scotch and Irish songs?

If in the preparation of part songs and choruses in your grammar grades, high schools and glee clubs, an opera company could step on your stage, wouldn't it be a rare treat to have the great artists show your pupils just how the selections should be sung, singing them over and over as models of phrasing, expression, etc?

If in the actual study of music, its history, its heroes and its heroines, you could have the music itself sung and played by the world's greatest exponents of the different voices and styles, wouldn't this accomplish more in a few recitals than could ever be learned in months and years of reading and talking about how they should be sung and played?

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Public School	Holly Beach, N. J.	Public School	Des Moines, Ia.
High School	Delaware, Ohio.	Girton School	Winnetka, Ill.
Jamestown Business College	Jamestown, N. Y.	Drummer Township High School	Gibson City, Ill.
Larimer School	Pittsburg, Pa.	Public School	Youngstown, Ohio.
Chatham School	Chatham, N. J.	Thorp High School	Scranton, Pa.
Dunmore High School	Dunmore, Pa.	Public School	Ottawa, Kas.
Dravesburg School	Dravesburg, Pa.	Public School	Arkansas City, Kas.
Public School	Appleton, Wis.	Public School	St. Louis, Mo.
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INDUSTRIAL EDUCATION NOTES.

The Value of Evening Industrial Schools.

"No truer word has been written or spoken on the subject of industrial education during the past five or six years than the statement that many different types of schools are needed to meet all the requirements, and none needs more frequent reiteration. Social conditions in the United States are complex and American industry is tremendously varied. To properly aid, therefore, all types of boys and practical workers and to make them efficient for the great variety of callings that they are destined to enter, every available means should be utilized.

"At the outset it should be recognized that the evening school, coming as it must at the end of the day's work, puts a tax on the physical strength and vitality of the persons who attend it which only those who are rugged can stand. For this reason, evening schools cannot be an efficient or satisfactory way of training young apprentice boys who have not reached their maximum endurance or other persons who have not at least an average degree of ambition and vigor. Day trade schools or part-time schools are more suitable to teach trades to young boys or to beginners.

"Comparatively few boys who wish to learn a trade can sacrifice their earning power long enough to attend a full-time, day trade school. Corporation schools where it is possible to establish them, have many advantages, but only large corporations are likely to have a sufficient number of apprentice boys in any particular line to make it worth while to pay for systematic instruction. Half-time schools are also excellent, but the difficulties in the way of establishing them on a sufficiently comprehensive scale to provide for any large proportion of the young workers who need training are great. Day continuation schools, for which boys are excused by their employers for a limited number of hours per week, are more possible of general application than either of the other types of schools just mentioned, but only a small pro-

portion of young men who are anxious to receive help can hope to have their work so arranged as to make it possible for them to attend. For the great majority of boys who are ambitious to forge ahead, therefore, the evening school is at the present time, and is likely to remain for many years to come, the only available aid.

"The evening hours, after the day's work is done, is the only time which most young men may call their own. This time they may utilize for recreation or enjoyment, or they may utilize it for self-improvement and systematic study. In every city and town of considerable size there are many individuals whose ambition prompts them to use it in the latter way. And it is for the public interest just as much as it is for their own interest that generous opportunity should be provided for them to do so. It is the aim of the evening school to reach out a helping hand to this type of ambitious youth, who is anxious to advance in his chosen line faster than the rank and file, or who hopes to equip himself for some position of greater importance than that which he now holds.

"At the present time the total enrollment in the evening schools of America is many times greater, I am confident, than the enrollment of all other types of industrial schools combined and also is increasing more rapidly than that of any of the other types of schools. This statement is a measure of their importance and of the good they have accomplished. And tens of thousands, yes hundreds of thousands, of young men who have been aided by them are ready with grateful appreciation to give credit to the evening schools for a large part of their advancement."—Arthur Williston, Boston.

New Courses in Oregon High Schools.

Radical changes in the Oregon state-course of study for high schools soon to be issued by L. R. Alderman, superintendent of public instruction, were announced by E. F. Carleton, assistant state superintendent of schools, in an

address before the State Teachers' Association on December 28th, last.

According to Mr. Carleton, of the 16 units of work for the four-year high schools, four units are to be required in industrial work. This work will include manual training, domestic science, horticulture, chemistry of soils, animal husbandry, farm mechanics and farm management. Laboratory work in chemistry and physics will count as one of the four required units.

It is the belief of the Oregon state department that the time has come when the high schools must do more toward fitting boys and girls for their life work. Mr. Carleton urged that it was of no use to make the work optional on the ground that the schools need more time to obtain specially trained teachers for this work. He contended that the teachers could handle this work now just as well as they can geometry, physics, chemistry or English, and that the schools can just as well begin this work immediately as to wait until the present school generation has finished the schools.

Instead of four years' work in history, the high schools are to offer only two years, and the teachers are urged to make this work more intensive and to leave the wider reading for the colleges, or for after life if the student goes no more to school. One term in arithmetic and one in business methods are to be required of all high school pupils. The course in English is reduced from four units to three and one-half, and the other half year is to be devoted to a review of the common school subjects. Only two years of language will be offered, and that in the college preparatory course. The student will be given his choice of German or Latin.

The courses outlined are as follows:

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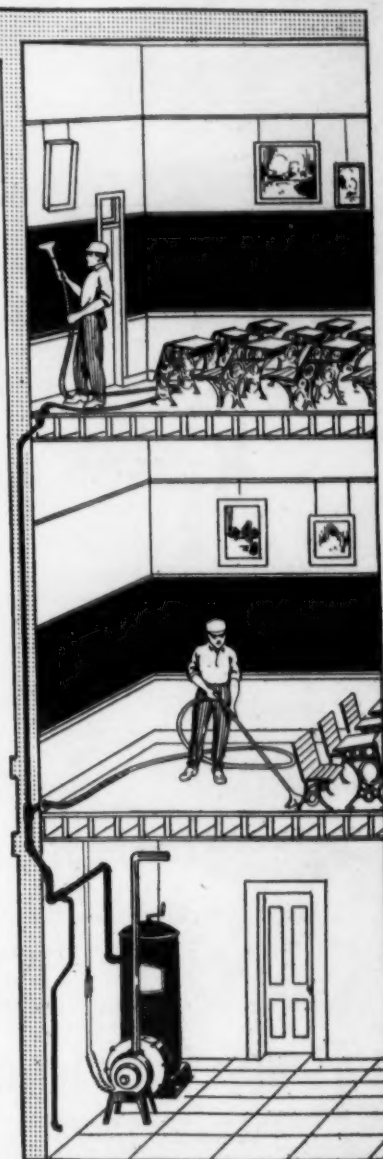
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Second year—First term, industrial work, English, algebra, general history; second term, industrial work, English, bookkeeping, general history.

Third year—First term, industrial work, English, geometry, physics; second term, industrial work, English, geometry, physics.

Fourth year—First term, English, United States history and civics, chemistry, arithmetic; second term, general review common subjects United States history and civics, chemistry, practical physiology.

College preparatory course: First year—First term, industrial work, English, algebra, physical geography; second term, industrial work, English, algebra, botany.

Second year—First term, industrial work, English, algebra, general history; second term, industrial work, English, bookkeeping, general history.

Third year—First term, industrial work, English, geometry, German or Latin; second term, industrial work, geometry, German or Latin.

Fourth year—First term, English, United States history and civics, physics or chemistry, German or Latin; second term, English, United States history and civics, physics or chemistry, German or Latin.

Rock Island, Ill. Since the first Monday in January eleven young men who are indentured for a four-year apprenticeship in the carpenter trade have been attending a special class organized for their benefit at the Rock Island high school. By the terms of their contracts the young men must go to school for a period of three months during each year of the apprenticeship. For the time so spent they receive regular pay as if they were at productive work. The instruction which they receive includes writing, mechanical drawing, manual training, shop arithmetic, history and English. In connection with the last named subjects the instructors have adopted a plan which has been tried with no small degree of success in the Chicago schools. Instead of using the old method of reading the classics, it is proposed to use a textbook on civil government, which serves a two-

fold purpose—giving an idea of the workings of the American government and at the same time correct English through observance of the language of the text. Grammar will also be taught, with especial attention to letter-writing, punctuation, capitalization, paragraphing, composition, as well as methods of making out bills, and other practical phases.

The shop arithmetic will bring out, so far as possible, the practical, every-day problems which the student will meet and deal with in his work. The students will receive regular wages from their respective employers: \$6 a week for the first year, \$7.50 for the second year, \$8 for the third, and \$11 for the fourth year.

Five neighboring towns in northeastern Wisconsin, New London, West DePere, Chilton, Kiel and New Holstein, have formed a manual training circuit. An experienced instructor is employed who visits each of the five high schools once a week and conducts classes in bench-work and mechanical drawing. In addition he leaves written instructions for the daily work until he returns. The idea of the circuit was proposed by the department of manual arts of the University of Wisconsin.

Under the direction of Supt. C. R. Frazier trade courses have recently been introduced in the high school of Everett, Wash. A vocational school building will be erected shortly near the splendid new high school to accommodate the manual training, domestic economy and trade courses. The building will cost, approximately, \$40,000.

The school board of Richmond, Ind., has opened an evening school for young men and women who want to advance themselves in their trades and occupations. Mechanical drawing, commercial branches, shop mathematics, etc., are taught.

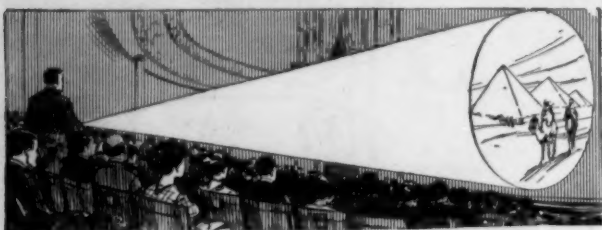
Allentown, Pa. A co-operative manual training course has been arranged between the Allentown high school and local industrial establishments. Instead of receiving instruction in the school the students go a certain number of hours

each week to a factory, where they are treated like apprentices and learn the rudiments of a trade.

Discussing the changes in social and industrial conditions which have led to a demand for changes in the traditional school course, Supt. Henry P. Emerson, of Buffalo, states in his annual report: "Generally speaking, up to forty years ago, vocational education was given under conditions of apprenticeship by what may be called the 'shop,' including in this term the office, the store and the farm. The home was formerly a shop in which vocational training was largely given, especially in the case of girls. Thousands of boys are growing up without any practical training in doing things. The average city boy has far less 'gumption' than was the case forty years ago. Industrial education, as illustrated in manual training, sewing, domestic science, and vocational schools is an effort to meet these changed conditions."



JOHN D. SHOOP
First Assistant Superintendent of Schools, Chicago, Ill.
President-elect, Illinois State Teachers' Association.

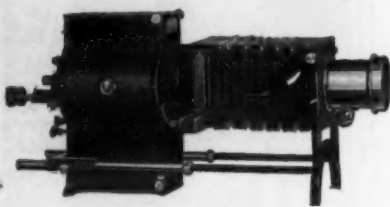


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SCHOOL LAW NOTES.

That pupils of parochial schools may attend the manual training classes of the public schools in the district in which they reside is in effect the decision of Judge Henry Shull of Perry County, Pennsylvania. The suit was brought in November by a citizen of Altoona to compel the admittance of his son, who is a pupil in a parochial school, to the manual training shops of a local public school as permitted under the new Pennsylvania school code. The authorities of a parochial school had applied for all of the children in their seventh grade but had been denied the instruction by the school board. The court held that the legislature had intended manual training and certain other branches to be integral parts of the school system, not as an inseparable part of the prescribed elementary course of education, but as additional departments for "the improvement, entertainment, etc." of persons residing in the district. "The benefits and advantages of these additional schools and means of education and improvements are not restricted to pupils in regular attendance at the elementary public schools and pursuing the entire prescribed elementary course, but are intended to be free to all 'persons residing in such district,' subject, of course, to reasonable rules and regulations consistent with the spirit of the school laws and the necessity for their effective and orderly administration. This is indicated not only by the language quoted but by the proviso contained in the section, 'that no pupil shall be refused admission to the courses in these additional schools or departments by reason of the fact that his elementary or academic education has been or is being received in a school other than a public school.'"

The law is in all its parts constitutional and valid and does not provide for the support of any school other than a public school. Children who make application under the law must be admitted without distinction or discrimina-

tion. It is understood that no appeal will be taken from the decision.

School boards in the state of Pennsylvania have no authority under the new school code to exclude tubercular children from the public schools. The state board of health retains this power under the general laws of the state bearing upon health. Unless open-air classes are provided solely for such children the school boards are powerless to provide education.

New York. The new state law providing for better supervision of country schools and requiring an educational test for district superintendents was recently declared valid by Justice William Clark of Steuben county. The constitutionality of the act was attacked by an applicant for a superintendency on the ground that the provisions limiting the eligibility of candidates to holders of permanent teachers' licenses is unreasonable. The court denied the petition for a restraining order, holding that the statute is constitutional and reasonable.

School Districts.

Substantial compliance with statutory provisions governing a change in the boundaries of a school district *Held* sufficient.—*State v. McKinney, Wis.*

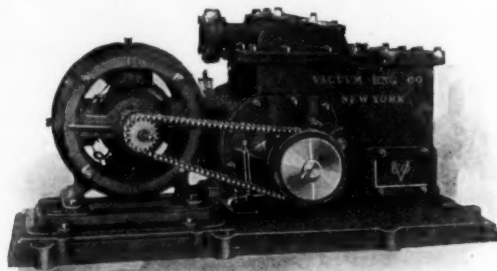
The form of notice in proceedings for the alteration of school districts in general use *Held* a practical construction of the statute as to such proceedings, which should not be departed from.—*State v. McKinney, Wis.*

Under the Wisconsin laws of 1898 (sec. 418), relating to alteration of school districts *Held* that a town might act in such matter without having on file a record that its clerk had given the required notices.—*State v. McKinney, Wis.*

Under the Wisconsin laws of 1898 (sec. 418), *Held* that a town board, in its notices to town clerks need not specify the particular territory to be taken from one school district and added to another.—*State v. McKinney, Wis.*

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Under the South Dakota laws of 1907 (c. 135, sec. 91), and Political Code (sec. 1802), *Held* that a school treasurer's right to his office terminated on the election of another to such office.—*State v. Biggins, S. D.*

School Property.

Complaint in action to compel return of a schoolhouse as illegally moved *Held* to show that a majority of the electors had not voted for removal as required by the South Dakota laws of 1907 (c. 135, sec. 119).—*Lavery v. Logan School Dist. No. 1, S. D.*

Citizens of a municipality *Held* not to have sufficient interest to entitle them to an injunction preventing the selection of a certain site for a state normal school.—*Brown v. Baldwin, Va.*

Where a legal meeting of school district voted to build a schoolhouse, a second meeting determining to the contrary within a year was illegal, under the Wisconsin laws of 1898, sec. 427.—*Schmidt v. Joint School Dist. No. 4, Wis.*

Taxation and Bonds.

The constitutional restrictions as to municipal indebtedness and the exercise of powers granted special public quasi corporations such as school districts must be observed.—*Ellis v. Trustees of Graded School of Oxford, N. C.*

Under the North Carolina laws (art. 7, sec. 7), a graded school district could not issue bonds for the purpose of erecting a school building unless their issue was approved by a majority of the qualified voters of the district.—*Ellis v. Trustees of Graded School District of Oxford, N. C.*

Payment of bonds issued by a town graded school district *Held* enforceable by means of taxation.—*Ellis v. Trustees of Graded School of Oxford, N. C.*

The labor organizations of Meriden, Conn., have protested against the teaching of trades in the proposed new \$450,000 high school. They urge that manual training be offered.

PUPILS' REPORT CARDS.

The form and contents of pupils' report cards are minor matters when the greater problems of administration, which confront superintendents and school boards, are considered. Still, the monthly record of work completed constitutes the only point of contact between home and school with the vast majority of children, and as such deserves some consideration. Dr. J. M. Greenwood of Kansas City, Mo., makes this clear in his recent annual report, and points out the need for better co-operation and confidence between teachers and parents. He writes:

"One source of misunderstanding and frequent ebullitions of bad temper originates from the reports of pupils' standing in studies and conduct, when sent to parents monthly or quarterly to be signed, and then returned to the teacher. Formerly the common practice was to grade pupils in figures, either in a scale of ten or one hundred. These grades when sent home were easily understood by the parents, and properly interpreted in terms of lessons learned and recited, and of standards of conduct maintained. Later there came into use the grading of letters, which represented variations, a regular sliding scale, which pleased both parent and children, because the letters meant little while they satisfied both. A supplemental remark or explanation was frequently vouchsafed to the effect that 'he was doing good work,' which might mean anything from '60 to 100.' This, too, is always gratifying to the parents. But imagine their surprise when the pupil comes home with a notice that he has failed in his classes and it is necessary to put him back in his studies. At this point trouble begins and bad feelings are engendered that can not always be allayed. Whatever the pupil's standing, it is better that it be indicated definitely to his parents in figures so that proper measures can be taken to stimulate him to greater exertion if need be. Parents have a right to know whether their boy is a '60 per cent boy,' or a '90 per cent boy.' The parents may believe, on good grounds, that their son is an '80 per cent boy,' when he is only a '60 per cent boy,' judgment being formed on reports sent home. For parents to be led to believe that a son or daughter is doing good and satisfactory work when the truth is, the pupil is just barely pulling above the demotion list, is not a comfortable state of mind to be in when the exact situation is fully realized. Prodding from home may not always be a pleasant pastime for either parents or pupil, but it helps the pupil surprisingly to know that his parents really take a hearty interest in his welfare. The American people are a practical, matter-of-fact people, and they like to measure their children's progress in figurate values rather than in words or letters.

"Of course, there is another side to this. The parents should visit the school and ascertain at first hand from the teacher how the pupil is doing in each study. The information should be frankly given, and it ought to be received in the proper spirit. But to visit the school may mean a positive loss to the parent in a pecuniary way which he can ill afford. This, however, only emphasizes the fact as well as the importance of sending definite information home to parents. For a teacher should be known as a person of honor, courage and ability, and as such he will always be respected for his opinions."

Louisiana Boards Meet.

A joint convention of the Louisiana State School Board Association and the Parish Superintendents' Association was held at Baton Rouge, January 9 and 10. At the opening conference, medical inspection of schools was discussed by Dr. Thomas E. Wright. The necessity of industrial and commercial education was presented by a committee consisting of President J. E. Kenny, President E. L. Stephens and Prof. V. L. Roy. At the evening session the work of the negro schools was presented by Dr. J. H. Dillard; agriculture was discussed by W. R. Dodson, and E. B. Craighead read a paper on the commercial development of the state.

A discussion of the report on industrial education, and papers by President Thomas D. Boyd of the Louisiana State University on "Teachers in the High Schools" occupied the second day's meeting. Dr. J. H. Willingham, superintendent of public instruction of Alabama, spoke on the "Certification of Teachers."

The conference endorsed the plan advocated by Superintendent Willingham for certifying teachers through a specially selected examining board, as practiced in the school system of Alabama, and which he reported is working to the satisfaction of all parties concerned.

Before adjourning, the conference elected the following officers: W. E. Gaisel of Shreveport, president; C. F. Trudeau of New Roads, secretary, and A. M. Hendon of St. Francisville, treasurer. One member from each of the seven congressional districts, these to act as vice-presidents to the association, were also elected.

The supply committee of the school board of Kansas City has recently expressed its desire to install vacuum cleaning systems in all the school buildings. Tests are to be made of the leading makes to determine their efficiency in removing dust and operating economically.

Muscataine, Ia. The school board has recently ordered that the floors of all schools be thoroughly scrubbed at least once each month while classes are in session.



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A condensed two-year course has been in operation in the South Bend, Ind., high school since September, 1911, for such students as cannot devote four full years' time. The course is intensely practical in character and is intended to fit the boys and girls for entering immediately some gainful occupation.

Galesburg, Ill. The board of regents for the Western Illinois State Normal School has chosen John E. McGilvery president of the institution. He succeeds the late Alfred Bayliss.

Ernest J. Green has become superintendent of schools at Durham, N. C., succeeding W. D. Carmichael, resigned.

A merit plan for employing and promoting teachers is contemplated by the new Pittsburg board of education. The scheme will not be worked out until a superintendent of schools has been selected. Members of the board have, however, expressed themselves on a thorough reorganization of the teaching corps which is to be undertaken for the purpose of weeding out incompetents and such as lack the requisite preparation for teaching. Ample opportunity will be afforded for such as are below grade to bring their rating up to the requisite standard.

County superintendents in the state of Minnesota are receiving considerable increases in their yearly salaries under a new law which went into effect on January 1, 1912. Instead of being paid \$10 for each district in the county they are now entitled to \$15 for each school building. The change is an important one, for some districts control as many as ten school-

houses. Above sixty-six schools the rate is \$12.50 up to a maximum of \$2,000. Counties which maintain seventy-five or more schools must provide an assistant superintendent.

Superintendent Ernest O. Holland, of Louisville, has been re-elected for a term of four years. The board fixed his salary at \$5,000 per year, which is the constitutional limit.

Superintendent Horace L. Brittain of Hyde Park, Mass., has recently accepted a position with the New York Bureau of Municipal Research. He will be engaged in Wisconsin in the survey of educational affairs which the bureau has undertaken.

Upon his own request, Superintendent Randall J. Spaulding of Montclair, N. J., has been retired after thirty-eight years of service. Mr. Spaulding is one of the oldest educators in the state of New Jersey. He is a native of Connecticut and graduated from Yale University with the class of 1870. His first educational work was in Rockville, Conn., where he organized a high school. The year 1873 he spent in Germany continuing his pedagogical studies. Up to four years ago he acted as principal of the Montclair High School in addition to supervising the elementary grades.

The Seattle, Wash., Principals' Association has recently announced its determination to go into politics to such an extent at least that it will interest itself in the selection of proper candidates for the state superintendency. The principals believe that the office should be entirely removed from party politics but propose primarily that good men be chosen under the system in vogue.

The public schools of the state of Wisconsin are to be subjected shortly to a searching investigation by experts from the Bureau of Municipal Research of New York City. Under the direction of a newly created commission, the state board of public affairs, S. G. Lindholm and a number of assistants will make a study of conditions in rural and city districts for

the purpose of recommending improvements in organization and administration.

A junior high school to house the eighth grade of the elementary schools and the first-year classes of the high school will shortly be organized at Grand Rapids, Mich. Principal Paul C. Stetson of the Central Grammar School will have charge.

Jacob G. Collicott, for two years superintendent of the Tacoma public schools, last month succeeded Calvin N. Kendall as head of the public school system of Indianapolis, Ind. Mr. Collicott is a Hoosier by birth and education. He is a graduate of Indiana University and has been superintendent at Alexandria and Evansville. Four years ago he went to Tacoma as principal of the high school and achieved such marked success that he was advanced to the superintendency when A. H. Yoder resigned. He will receive a salary of \$5,500 and will also be a member of the Indiana state board of education with an additional \$300.

Prin. W. H. Connors, of Buena Vista Township, Minotola, N. J., recently started a local educational paper, "School News." Soon it was made the Atlantic County paper and now Mr. Connors and a group of live schoolmen, associated with him, are branching out to make it the state paper for the schools of New Jersey.

Dr. Calvin N. Kendall, the new state commissioner of education, is winning the loyal support of the schoolmen of the state. He is not hurrying in his appointments. He gives the impression of weighing all important actions carefully and giving everyone a square deal.

New Britain, Conn. The entire course of study for the high school has been rewritten to conform to the best practice in secondary education. In addition to a general course designed to prepare for normal schools, etc., there are two college preparatory courses, a clerical and commercial course, an industrial course

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Wm. R. Straughn, for several years head of the English department of the Millersville, Pa., normal school, has been elected superintendent of the public schools of DuBois, Pa.

John B. Peaslee, from 1874 to 1887 superintendent of the Cincinnati schools, died on January fourth following an illness due to injuries sustained in falling down the stairs in his home. Mr. Peaslee was seventy years of age and had lived in retirement for a number of years. He was a native of New Hampshire and came to Cincinnati in 1864 shortly after his graduation from Dartmouth College. He was connected with the schools continuously from 1864 until 1887 and was a leader in educational movements in the city and state. His agitation for the observance of arbor day gave him considerable notoriety.

The school board of Medora, Ill., has recently ruled that teachers shall not attend dances while in the employ of the schools.

The Minneapolis board of education has recently declined the offer of local teachers' associations to appoint a committee of twelve teachers whose duty it would be to assist in the selection of textbooks and the formulation of courses of study.

Writing and spelling have been introduced in the high school of Rochester, Minn., for students whose regular classwork shows them to be deficient in these fundamental branches.

The manual training high schools of Philadelphia will shortly be raised to the standard of the classical schools by increasing the length of the courses offered from three to four years.

At present the schools, which are in every way equal to the other secondary institutions of the city except length of course, are classed under the new code as schools of the second grade and their graduates are not eligible to enter colleges or professional schools. This has prevented many students from going into the engineering schools.

State Superintendent J. E. Swearingen, of South Carolina, has recently called upon the legislature of his state for appropriations with which to introduce normal courses in a number of high schools.

"The time has come," he writes, "when the high school can be used not only for the benefit of the community and the training of pupils, but also in the training of teachers. Though special privileges are granted college graduates, under the laws governing certification, the bald fact remains that only a fraction of our teachers hold college diplomas. If all the graduates of all our colleges should enter the classroom it would take ten years without the loss of a single recruit to make up the present teaching corps of the state.

"Teaching is a shifting profession. Only a fraction of those undertaking it make it their life work. Thoroughly prepared teachers are inevitably attracted to long term, high salaried schools, leaving the more difficult task of the ordinary country school to untrained and unskilled hands. The establishment of a teacher's training course in ten four-year high schools in ten counties would place the advantages of normal training within reach of many prospective teachers. At the same time it would furnish a means of improvement to many now at work in the classroom with inadequate preparation and unable to secure more thorough equipment."

William F. Geiger, formerly principal of the Broadway high school in Seattle, and since last fall head of the Tacoma high school, on January second, was elected superintendent of the

Tacoma schools for a three-year term, beginning next July. The salary the first year is to be \$4,000; the second year, \$4,500, and the third year, \$5,000.

"Der Deutsch-Amerikanischer Lehrerbund," which has a membership of about 1,000 teachers of German in the schools of the United States, will meet next July in Berlin, and so many have signified their intention of making the trip that an ocean liner will be chartered. Last July the organization, which is better known as the German-American Teachers' Association, held a convention in Buffalo, and much enthusiasm developed over the plan to hold the next meeting in Germany. Five weeks will be spent in Germany and the normal schools and universities, which under the educational system of the country, will then be in session, will be visited. The teachers will sail on the Deutsche Kurfurst on July 2d. The trip will not be confined to teachers of German and others desiring to go will be given advantage of the low rates that will be made. Many teachers are planning to spend their time in study at some German educational institution.

The methods employed in the apportionment of the common school funds of Mississippi are discussed by Supt. J. N. Powers in his recent report to the governor of the state. "All thoughtful people are agreed," he writes, "that the present method of distribution of the common school fund is manifestly unfair and unjust to many counties. For years this question has been threshed over, and no definite solution has been offered. This is due to the fact that a careful study by experts has not been made of this question. It is a waste of time to seek to remedy the present method without a careful study of such distributions in other states. In the report of this department to the last legislature a recommendation was made to provide for an educational commission to rewrite and revise the school laws. That recommendation is here repeated and urged upon the present body," says the report.

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Selection, selection must be the watchword of anyone writing for elementary grades a history of our rapidly growing country. The law of cause and effect, the principle that the successful development of a country is largely a result of geographic environment, have guided this author. He claims that the two wars with Great Britain were virtually wars for commercial independence, that the civil war enabled the nation to throw off an incubus that had for years hindered commercial expansion. As a natural consequence of this position, industrial development and economic questions have their full share of space. Railroad legislation, the industrial effects of monopolies, the pure food law, are but three instances of this class of topics.

The book has many maps. One shows the route of the Cumberland Road, the first of a series of internal improvements. What a legislative battle there was then in Congress whether this enterprise were within the powers of the general government. Today the Rivers and Harbors bill is passed without a question as to its constitutionality. Good summaries appear at the end of each chapter. The lists for collateral reading give references to our best historians, as Bancroft, Fiske, McMaster. Portraits from old daguerreotypes and halftone reproductions of present-day photographs form the greater part of the illustrations. But there are others. There is one of an old-time kitchen where spinning, reeling, boiling yarn for linen weaving, is going on—a domestic manufactory. One showing the old way of cradling wheat forms a striking contrast with another showing a modern machine at work in a wheat field—the past and the present. A brief history of each state up to the date of its admission into the Union is one noticeable feature in the appendixes. Another good feature is topical analysis, arranged especially for review work, including subjects that have had most to do with the making of American history.

Given teachers with some enthusiasm and some outside historical knowledge, and grammar school pupils should become well grounded in the history of their own country through studying "Redway's School History."

An Introduction to English Classics.

By Wm. P. Trent, Columbia University; Wm. P. Brewster, Columbia University, and Charles L. Hanson, Boston, Mass. Cloth, 298 pages. Price, \$1. Ginn & Co., Boston.

In reading classics a guide or an interpreter is often needed. Part One of this unusual book is fitly named "Approaching the Classics." It is a result of an extended, intimate, loving acquaintance with the best thought of the best minds, expressed in the best form. It can be read over and over for pure pleasure. The mind can then turn over its fine distinctions, its clear conclusions, its encouraging suggestions. The editors have truthfully said in their preface, "The keynote of the part is encouragement to the teacher." It would be difficult, if not undesirable, to make

an analysis, but allusion must be made to the point that mind and time should not be frittered away in constantly reading second-rate matter, "that culture implies a knowledge of the best things that have been written upon the chief concerns of life, and that culture is acquired only through study—that it cannot be picked up or absorbed." So many act as though this were not true. It is also urged that a sympathetic reading aloud impresses the mind with beauty of form as reading by the eye cannot. But enough of this.

Part Two is devoted to "Studies of Typical Classics"; (I) novels and romances; (II) poems chiefly narrative; (III) dramatic poetry; (IV) narrative and descriptive prose, exclusive of the novel; (V) descriptive and lyric poetry; (VI) expository and argumentative prose. Where admissible the classic is considered with reference to the setting, the story and the incidents, the characters, the construction and style. Topics for discussion or short themes are numerous. The editors mention that the analysis of most of the volumes and the accompanying questions have been prepared by men and women who have themselves edited one or more of the classics and have actually taught them. The editors have brought this work into some degree of uniformity but have tried not to injure the individuality or originality of the contributions.

So helpful a work has seldom been given to the educational world.

Washington's Farewell Address and Webster's First and Second Bunker Hill Orations.

By Fred A. Smart, Tilton Seminary, Tilton, N. H. Cloth, 130 pages. Price, \$0.25. Chas. E. Merrill Co., New York.

These papers, part of our heritage from the past, are beyond praise or blame. In them the questions at issue during the presidency of Washington, the principles underlying the revolution and the development of our system of government, are expressed with simplicity and dignity. Variety and originality mark the exercises for study and composition. The scope and character of the reference books is well stated. The account of the printing of the Farewell Address is most interesting, while that of the battle of Bunker Hill is admirable.

The Story of Chicago.

By Jennie Hall. For fifth and sixth grades. Cloth, 278 pages. Price, \$0.50. Rand, McNally & Co., New York, Chicago.

From blockhouse to skyscraper! This is the story of Chicago, by Jennie Hall. There are all too few of such books. One can scarcely realize that almost within the memory of man the second greatest city of this country was a mere trading post. At the end of the book there is a chronological list of great things accomplished, and another under the heading "Shall These Things Be Done?" and a good reading list is appended. Although the book is intended primarily as a reader for children in the Chicago schools, yet it is of interest to others not resident in Chicago.

Applied Biology.

By Maurice A. Bigelow and Anna N. Bigelow. 583 pages. Price, \$1.40. The Macmillan Co., New York.

This book is intended for use as a combined textbook and practical guide for a year's course of five hours each week, and attempts to select from the fields of botany, zoology and human biology the essential facts and especially the great ideas of the science of life which are of interest to the average intelligent person who has no time and reason for more extensive study of biology.

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The book presents much laboratory work in the form of demonstrations by the teacher instead of entirely as individual work from the students. It appears to present the golden mean between the old time lecture and demonstration method and the more recent laboratory work for the individual students.

A History of the Ancient World.

By George W. Botsford, Columbia University. 568 pages. Price, \$1.50, net. The Macmillan Co., New York.

The author claims that the present volume is a product of more than a quarter of a century of a life earnestly devoted to the study and the interpretation of Greek and Roman historical sources, and on most of the topics presented within this field he claims to have examined the sources with sufficient care to form and express an opinion of his own. The work is, in our opinion, unusually solid and careful. Each chapter has, at the close, a series of suggestive questions and notebook topics. At the end of the volume there is a chronological list of events in ancient history, a bibliography, and a well made index. The illustrations, maps and inserts are numerous.

Elements of English Grammar.

By A. E. Sharp of Miss Spence's School, New York. 12mo, cloth, 249 pages. Price, \$1. Wm. R. Jenkins Co., New York.

While one does not altogether agree with the author in some of his definitions of parts of speech, etc.—for example: "The subject of a sentence is what we state about," and "A verb is the principal word in the predicate," yet the little grammar, taken as a whole, is satisfactory. We are pleased to see much attention given to the old-fashioned method of parsing. Many modern and more or less faddish grammars have, in a way, discarded this method, but there is no better way of teaching English grammar than by inculcating a thorough knowledge of parsing. The book is intended for the first four years of grade work, and it has the merit of abundant examples for practice and a good index.

A Dickens Reader.

Arranged by Ella M. Powers. 156 pages. Price, \$0.40. Houghton Mifflin Co., Boston.

A little volume culled from the works of the "master hand that drew the sorrows of the English poor" and lightened and cheered the lives of so many readers throughout the English-speaking world. There are specimens of humor, pathos, narration and description, with reproductions of Cruikshank's famous illustrations.

School Planning.

By William H. Webb. Boards, 8mo, 42 pages; price, one shilling, net; Sanitary Publishing Co., London, E. C., England.

The chief value of this book lies in a comparative table of standard measurements for school-rooms and seating as used in the leading European countries and the United States. Typical floor plans of an English, an American, a Belgian, a Danish, a German, a Norwegian, a Swedish and a Swiss elementary school illustrate the best solutions of the arrangement of classrooms, corridors, entrances and stairs as adapted to the school needs of these nations. The text is mainly an earnest plea for a study of school architecture by English officials. It is emphasized by the complete plans and illustrations of several well-arranged elementary schools in London.

Readings in American History.

By Edgar W. Ames, Troy High School. Books I and II, 160 pages. Price, \$0.25 each. Chas. E. Merrill Co., New York.

PUBLISHER'S ANNOUNCEMENT

THOMPSON BROWN COMPANY (Johnson, Blagden & McTurnan) begs to announce that it has established an office at 2219 North Alabama Street, Indianapolis. Among the new elementary text books now ready are the following:

An elementary history series by Henry W. Elson & Cornelia MacMullan, following the recommendations of the "Committee of Eight" for 4th, 5th and 6th grades, consisting of THE STORY OF OUR COUNTRY, BOOK ONE, THE STORY OF OUR COUNTRY, BOOK TWO, and THE STORY OF THE OLD WORLD.

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Descriptive Writing.

By Evelyn M. Albright. Ohio Wesleyan University. 275 pages. Price, \$1.25, net. The Macmillan Co., New York.

We are very much pleased with this new volume. The author has produced a book on one subject, and has done a useful piece of work. There are so many divisions and ramifications in writing, as in many other branches of study, that specialization is becoming almost a necessity. Here is specialization to a good purpose, and the author deserves congratulations. We are tempted to publish the whole table of contents, and would do so, for the benefit of our readers, did space permit. The book is invaluable for the writer, the teacher and the student. We consider it the best work of its kind published in recent years, and we know that many will be thankful to us for calling their attention to this work. It is refreshing to the book-reviewer to be able, considering the amount of mediocre material he must necessarily wade through, to praise a volume unstintedly.

Tom and Tom Tit.

By C. W. Bardeen. 286 pages. C. W. Bardeen, Publisher, Syracuse, N. Y.

It is simply wonderful that Mr. Bardeen can write on so many subjects and so interestingly! If he had written nothing but his famous rhetoric he had done good service to the cause of education, but he is the author of a dozen books besides the one before us. Tom and Tom Tit and other stories of this volume are interesting sketches in which the characters are all more or less connected with school life and the school-room. There is, besides an occasional touch of romance, a bit of realism here and there, and frequently a fine atmosphere, and more or less sound philosophy woven into these tales. And above this there is also much pedagogy mingled in the stories that are entertaining in themselves. If written merely to please, these stories would have a certain value, but this value is enhanced by the useful lessons they convey. Teachers will

do many a more foolish thing than reading this volume.

American History.

By David S. Muzzy, Ethical Culture School, New York. 12mo, cloth, 662 pages; \$1.50. Ginn & Co., Boston.

In this American history various minor and uncorrelated matters have been omitted. Only the most important topics bearing on the country's whole development have been treated. The volume deals fully with events since the Civil war and with present conditions. The book avoids the old method of merely narrating consecutively historical events, and aims to offer solutions of social and political problems, and to treat coherently the great phases of history.

Industrial Drawing and Geometry.

By Henry J. Spooner. 168 pages. Price, \$1, net. Longmans, Green & Co., New York.

In 160 pages the author has condensed and put into attractive form the whole subject of mechanical drawing, as far as suitable for boys of high school age. Geometrical instruments and the usual line circle and angle constructions are treated first; and then the use of co-ordinate paper, followed by a chapter on measurement of areas, including curvilinear areas. Conic sections, spiral, etc., come next; and in the final chapters, plans, elevations, sections, projections and developments are treated—and all this with magical ease, simplicity and directness. Those who teach mechanical drawing will be much interested in this work. The illustrations deserve special mention, being not only numerous but excellently drawn.

Practical Methods in Arithmetic.

By John H. Walsh, New York City. Cloth, 404 pages. Price, \$1.25. D. C. Heath & Co., Boston.

The author is widely and favorably known for his "Arithmetics;" in the present book he gives to younger teachers the benefit of his long experience in school work. Every suggestion made is illustrated by concrete examples, and these suggestions cover the entire ground of an eight-year course. No attempt is made to enumerate all possible methods of presenting each topic; but the hints given are scientifically and pedagogically correct. The theory of arithmetic is not touched upon, but merely the art of communicating solid and lasting power in manipulating num-

bers. The book is well worth reading, and will prove helpful to many teachers.

The Teaching of High School Mathematics.

By Geo. W. Evans, Charlestown High School. 90 pages. Price, \$0.35. Houghton Mifflin Co., Boston.

This little book of 90 pages is a perfect gem. We can only say to the teacher of mathematics: "Get it at once for your library." The style is most interesting, and the matter no less so, as is clear from the heading of the chapters: The modern point of view, The order of topics, Equations and their use, Some rules of thumb, Geometry as algebraic material, The graphical method, The basis of proof in geometry, The method of limits, Simpson's rule and curve of sections, The teacher. If Mr. Evans wishes to confer a lasting boon on his fellow teachers, he will amplify this booklet into a volume of, say, 400 pages. It will then be the standard book on the subject.

Evenings with Grandma.

By John W. Davis, District Superintendent of Schools, New York City. 289 pages. D. C. Heath & Co., Boston.

Not for a thousand-and-one-nights, but for forty-eight delightful evenings, three little children enjoy the classic tales and fairy stories told them by their grandmother. The eagerness with which they listen lends interest to every chapter.

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The Gods and Mr. Perrin. By Hugh Walpole. \$1.20, net. The Century Co., New York.

American History. By David S. Muzzey. \$1.50. Ginn & Co., Boston, Chicago.

Girls and Education. By L. B. R. Briggs. \$1, net. Houghton Mifflin Co., Boston.

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Barnes' Writing Books.

By C. S. Hammock and A. G. Hammock. Books I, II and III and Primer, each 30 pages, \$1.50 doz.; Teachers' Manual, 39 pages. A. S. Barnes & Co., New York, Chicago, Boston.

The teaching of writing has been said by educational critics to be far behind, both as to theory and practice, the pedagogy of other elementary branches. Certainly no study has been subjected to such a variety of fads, each beautiful in theory and impractical in daily use in the classroom. Teachers who have chafed under the teaching of vertical writing and its semi-slant imitations will welcome a set of books like the present. Although arm movement writing is the oldest it is still the best; and because it is the most natural, it is the most easily taught and produces the most lasting good writers. The present authors claim that their work is the first complete, graded series of pupils' textbooks on muscular writing. The primer is fully illustrated on the theory that writing should be made as attractive and interesting as devices can make it. The book starts with the easiest letter-forms, on through the whole alphabet, so that no matter what system is used later, the child may have by the end of his second year, a complete mastery of all letter-forms and the power of using them with the pencil with some facility. Whatever we may think of the correctness of the plan of having children of the second grade start arm-movement exercises in writing, it must be confessed that it is logical in theory and should prove of decided advantage for later study. The three books of the series which follow the primer are arranged for the purpose of giving the child first, the power of making letters freely and correctly, of maintaining correct position of the body, the hand and the pen; second, of acquiring a true muscular movement; third, of acquiring speed at any early age; and fourth, of insisting on application in the writing exercises. The successful use of the exercises shown lies chiefly in the combination of new work and reviews which teachers are asked to follow in a special manual. Each of the books opens with reviews, interwoven with new exercises, and closes with advance work to be developed in the next higher volume. The letter-forms illustrated and required are of the simple arm-movement type with ten or more optional capitals to

meet the tastes of teachers. All of the exercise plates are made from actual writing. The course includes normal training for teachers and criticism of lesson plans and class work.

TEXTBOOK NEWS.

Governor W. R. Stubbs of Kansas has started an investigation of the cost of textbooks used in the public schools of his state. He sent a letter to State Superintendent E. T. Fairchild on January 9, 1912, asking him to furnish estimates as to the total cost of the regular textbooks used in the state and in various cities, and offering a suggestion for an amendment to the textbook law.

There has been a great deal of discussion about the cost of textbooks used in the Kansas schools, especially about the use of supplemental books. Several suits have been brought to enjoin boards of education from authorizing the use of the supplemental textbooks. In order to get at the bottom of the matter and get a working basis, the governor has sent the following letter to Superintendent Fairchild:

"In view of the numerous statements in regard to the cost of books in the state of Kansas, I shall be pleased to have you give me a careful estimate of the total cost of all the school books used in this state; also an estimate of the cost of books used in various cities like Kansas City, Kan.; Topeka, Wichita, Leavenworth, Lawrence, Emporia and other cities of smaller size, so that we may have some reliable official information about the cost of books purchased under the law and also the cost of all supplemental books used in the various cities and country districts. I notice that the Indiana school law, providing for the purchase of textbooks for that state, has been amended so that, as I understand it, the limit is placed on the total cost of a set of books, but not on any one book, leaving the bidder to make the price on any one book as low or as high as he chooses, so that the total amount cannot exceed a certain figure. What would you think of such an amendment to our textbook law?"

For the past ten years the Buffalo schools have been using the Judson and Bender readers, published by the Charles E. Merrill Co., and the Baldwin readers, published by the American Book Co. The latter company is now publishing the Baldwin and Bender readers, and Supt. Henry P.

Emerson has recommended their introduction gradually as books are needed.

The representatives of leading book houses in Philadelphia recently petitioned the board of education for the privilege of entering the schools and presenting the merits of their works to teachers and principals. The board maintains an "open list" of textbooks, that is several books on every subject are approved and principals may choose such texts as they believe are best fitted for the needs of his school. It is desirable that bookmen call on the principals and teachers for the purpose of discussing the use of their publications. Formerly they were compelled to visit the homes of teachers or catch them whenever possible outside of school hours. While final action has not been taken it is likely that conferences between bookmen and teachers will be allowed during six weeks following October 15th, each year, and during the month of April. The firms represented before the board include D. Appleton & Co., D. C. Heath & Co., Charles Scribner's Sons, Funk & Wagnalls Co., Houghton Mifflin Co., and Hinds, Noble & Eldredge. The American Book Company and Ginn & Company did not join in the request.

Barnes' Brief Course has been adopted for use in the commercial department of the Spring City, Tenn., high school. The book is published by A. J. Barnes Publishing Co., of St. Louis, Mo.

Nichols' "New Graded Lessons in Arithmetic" (Thompson Brown Co.) were adopted by the city of Boston last fall, and 10,000 copies were ordered from the publishers in December.

Faribault, Minn. Palmer Method Writing has been introduced in the schools to replace the Barnes Natural Slant copybooks.

Elson's "Story of Our Country" and "The Story of the Old World" (Thompson Brown Co.) were completed last fall. The publishers announce over fifty adoptions in different parts of the country, including Boston, New York, Philadelphia and Springfield, Mass.

Minneapolis, Minn. The school board has recently adopted for high school use: Fraser & Van der Smitten's German grammar (Heath); Brownlee's chemistry (Allyn & Bacon); Milne's First Year Algebra (A. B. C.); Hawkes, Luby & Touton's Second Year Algebra (Ginn).

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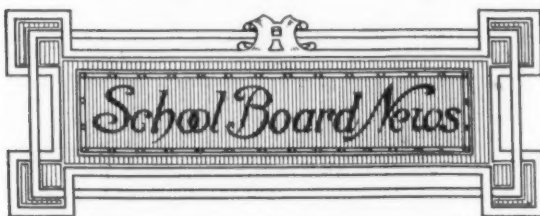
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Mr. Forbes Retires

George M. Forbes, for twelve years a member of the Rochester, N. Y., board of education and during the past six years its president, retired on January first. Prof. Forbes was a member of the "small board" which revolutionized the administration of the Rochester schools twelve years ago and which has since introduced all of the improvements that have made the city an educational center of national reputation. In recognition of his valuable services the board spread a memorandum on its minutes reciting the changes which occurred under Prof. Forbes' inspiration. In part this memorandum reads:

"With the advent of the new board a new spirit came over our schools. It was felt immediately and in an incredibly short time radical changes took place. A new superintendent and several new supervisors were appointed, who completely remodeled the course and methods of instruction; the merit system of appointment of school officers and teachers was promptly introduced; the truant school, an expensive and ineffective institution, was abolished; twenty annexes, located in dwelling houses, dark, crowded and insanitary, were abandoned; kindergartens were extended to every school in the city; manual training for boys, sewing and cooking for girls, music and regular physical exercises were systematically pursued throughout the schools under competent supervisors; the training school was reorganized and its course lengthened to two years, and teachers' institutes were established; grade libraries were gradually placed in every grade; special classes were established for foreign pupils, backward pupils, defectives, truants and

incurables; vacation schools, playgrounds, social centers, vocational schools, an open air school, and nine new evening schools were opened, including an evening high school. Salaries of teachers and principals were largely increased, a pension fund established and vacation on half pay for study and travel. Ten new modern school buildings were erected, besides two high schools and additions to some other buildings. Assembly halls, teachers' rest and lunch rooms, library, gymnasium, swimming pools and domestic science rooms have been added to the class rooms, and fireproof construction has been adopted. In a word, throughout the twelve years there has been steady advance along the most enlightened and progressive lines of educational, financial and business administration.

"It is conservative to say that throughout this period Professor Forbes has been a guide and leader and has given to every progressive step his unqualified and efficient support. Especially during the last six years, since he has been president of the board, has he had the laboring oar and he has devoted his time and energies lavishly and unstintingly to the service of the city.

"As president he has been uniformly patient, courteous and tactful, always seeking harmonious co-operation on the part of all the members of the board; his public addresses, both in Rochester and at educational gatherings elsewhere, have been notable and have greatly aided in familiarizing our own community with the work of the schools and in spreading the reputation of the Rochester school system throughout the country. His unusual preparation and equipment, his firm grasp of educational problems, his enthusiasm and inspirational force, his breadth and resourcefulness of mind, his painstaking care and sound judgment, his perfect integrity, his indomitable energy and absolute devotion to the work have made his service a remarkable contribution to the educational life of the city, and have marked an epoch in its history."

SCHOOL BOARD NEWS.

The voters of Wichita, Kans., have recently committed the city to a policy of separate schools for negro children. The board of education refused to take the responsibility for opening the schools under an optional law, on

the theory that it should carry out the wishes of the people rather than the ideas of the individual members.

The school management committee of the Chicago board of education has warned teachers recently against "loan sharks," and has voted not to permit the assignment of salaries to such persons and concerns. The committee wishes not only to save teachers from the dangers of getting into the clutches of the loan brokers, but also to prevent legal complications in the payment of the salary warrants and checks.

The success of the "penny lunches" established during the fall months in several public schools of St. Louis has been so marked that the board has decided to extend them gradually to all buildings. The lunchrooms are self-sustaining and are said to have exerted a good influence on the work of the children.

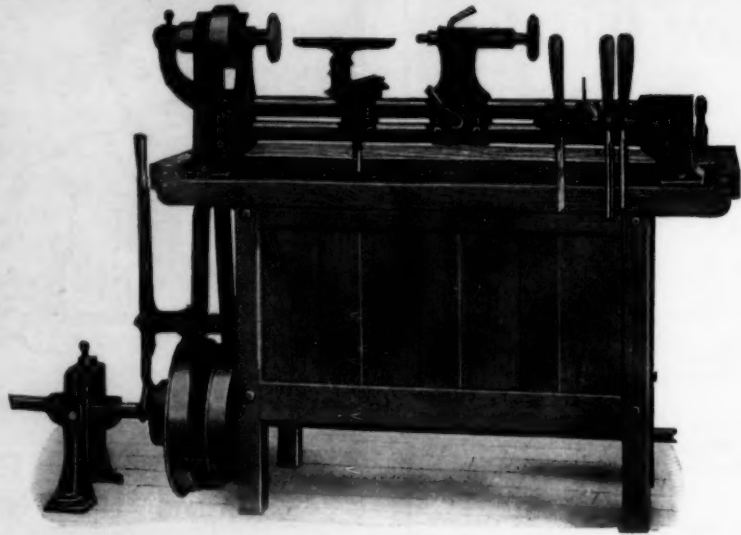
Savings banks have been established recently in the public schools of Washington, Ia.

A report of City Chemist Roehrick of St. Paul, recently made to the board of education, indicates that the schools are making a considerable saving by purchasing coal on a "B. T. U." or heat efficiency basis. On Yougheny coal the saving amounts to from 32 to 42 cents per ton, and on Pocahontas coal, from 26 to 55 cents. The board buys more than \$40,000 worth of fuel each year.

The school board at Everett, Wash., organized last month with Mr. Earl W. Hustel as president, Dr. Nathan L. Thompson as vice-president and Mr. A. L. Birchard as secretary. At its first meeting the board accepted plans for a new vocational school building and instructed its architect to draw plans for an eight-room addition to an existing grade school.

To make the detection of truancy cases more effective and rapid, the school board of Louisville, Ky., has arranged that principals report daily all suspects by telephone. The messages must be in the attendance officer's department

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Easton, Pa.	Rutherford, N. J.	Weehawken, N. J.
Annapolis, Md.	Williamsport, Pa.	West Pittston, Pa.
Lansford, Pa.	Ambler, Pa.	East Pittsburg, Pa.
Steelton, Pa.	Avondale, Pa.	York, Pa.
Perth Amboy, N. J.	Bayonne, N. J.	Lebanon, Pa.
Princeton, N. J.	Newark, N. J.	Kearney, N. J.
St. Clair, Pa.	Reading, Pa.	Royersford, Pa.
Slatington, Pa.	Baltimore, Md.	E. Petersburg, Pa.
South Amboy, N. J.	Allentown, Pa.	Palmyra, Pa.
Tamaqua, Pa.	So. Bethlehem, Pa.	E. Rutherford, N. J.
West Chester, Pa.	Philipsburg, N. J.	Erie, Pa.
West New York, N. J.	Hoboken, N. J.	Lansford, Pa.
Altoona, Pa.	Lehigh, Pa.	Albany, N. Y.
Woodbine, N. J.	Orange, N. J.	Asbury Park, N. J.
Columbia, Pa.	Phoenixville, Pa.	Belmar, N. J.
Hackensack, N. J.	Rockaway, N. J.	Sharpsburg, Pa.
Irvington, N. J.	North Troy, N. Y.	Clifton, N. J.

COLLEGES AND NORMAL SCHOOLS

Lehigh University, S. Bethlehem, Pa.	Girard College, Philadelphia, Pa.
Williamson Free Trades School.	State Normal School, Frostburg, Md.
State Normal School, Millersville, Pa.	Public Library, Hanover, Pa.
State Normal School, East Stroudsburg, Pa.	

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before eleven o'clock so that the children can be returned to class the next morning. The board of education has recently expressed itself as being well pleased with the campaign against truancy. During December the total school registration was 761 less than a year previous, but the average daily attendance was in excess of that of the last school year by sixty children.

The Milwaukee board of school directors has recently granted the use of rooms in school buildings as polling places. A rental of five dollars will be charged for each day's use of a room.

Teachers and pupils in the elementary schools of Taunton, Mass., will in the future be on a common level. The school committee has ordered all platforms supporting teachers' desks out of the classrooms.

Mr. Charles Reisfar, secretary of the old



MR. JAMES G. SANSON
President, Board of Education,
Wilkesburg, Pa.

central board of education of Pittsburg, has been made superintendent of census by the new board of directors. In his new position Mr. Reisfar will be chief of the compulsory education bureau and will direct the truancy officers. He will also have charge of all enrollment records and statistics. The position carries a salary of \$3,600.

The Baltimore school board has recently taken steps to establish a bureau of supplies which shall have charge of the purchase, storage, distribution and accounting of all books, furniture and materials used in the schools. A beginning has already been made for centralizing the handling of text and library books, of which a large surplus has been found in certain school buildings. The board believes that large economies can be effected by properly organizing the care and accounting of school materials.

A number of civic organizations in the city of Portland, Ore., have begun a movement for reforming the administration of School District No. 1, of which the city constitutes the greater portion. They point out that the plan now in vogue was devised when the district contained only a handful of people, whereas it now is a metropolitan city and as such requires a plan of organization, finance and supervision in keeping with its manifold interests and the great sums of money raised by taxation and disbursed yearly.

Lax methods in administration are to blame for the condition of the Des Moines school finances, according to a statement issued by the Municipal Efficiency Bureau, an independent committee supported by local citizens. Through a suit brought by the bureau to prevent the collection of a tax of \$106,000 the schools find themselves crippled in the payment of interest on outstanding bonds, in the equipment of a high school and other necessary projects. Reckless indifference to good financial principles and disregard of the law controlling the schools



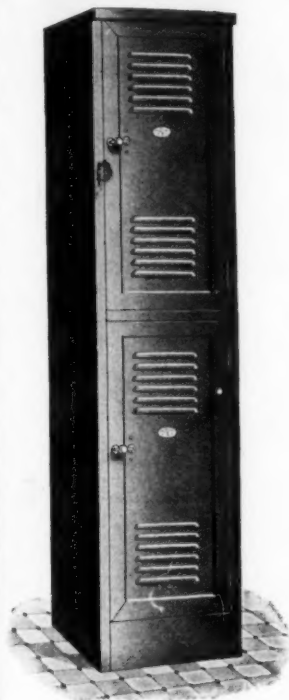
MR. J. EDWARD WANNER
President, Board of Education,
Reading, Pa.

are among the causes pointed out by the bureau for the lack of funds. The members of the board deny that they are to blame.

The school board of Muncie, Ind., has renewed its war on secret student organizations in the high school by ordering that no member of a fraternity shall be eligible for graduation. A statement is required from each student declaring his submission to the rules of the board and the state law against secret societies.

The school committee of Lawrence, Mass., has recently placed itself on record as favoring the appointment of all teachers on the basis of merit and fitness for the position to be filled. Superintendent B. E. Sheridan has been authorized to list the students who will graduate from the local normal school on a basis of their standing.

The school board of Berkeley, Cal., has recently requested the two railroads which enter



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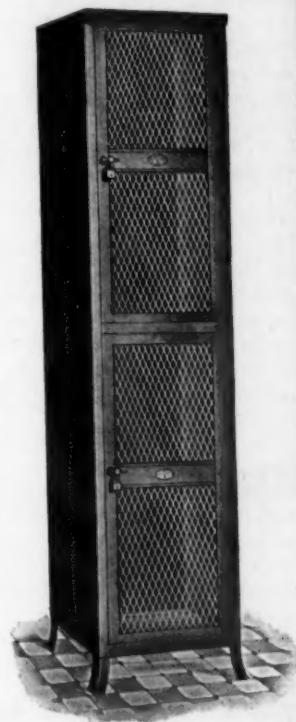
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Style D B



MR. JOHN D. DOUGLASS
President, Board of School Directors,
McKeesport, Pa.

the city to whistle warnings when trains approaching grade crossings near four elementary schools, and to slow down to a speed of not more than ten miles per hour.

James B. McFatrach has been re-elected president of the Chicago board of education.

The elimination of politics from public schools of Kansas City, Mo., is responsible for much of the success of the board of education of that city, according to Hale H. Cook, a member of the board.

Dayton, O. The school board has discontinued three committees in charge of the high school, the normal school and the teaching of manual training. A single committee of four men will look after the work.

To fit the public schools of a small city to its manufacturing and business interests and at the same time serve the needs of many children who will ultimately till the soil is no small

achievement. It is successfully being done in El Dorado, Kans., where Superintendent B. F. Martin has raised the school system to a high degree of efficiency. The high school offers not only general cultural and manual training courses but also practical instruction in agriculture and dairying. A special normal course of four years has contributed not a little to the training of teachers for the district schools of the surrounding country. In the grades departmental teaching will be organized for the upper grades which are to be centralized in a new schoolhouse now under construction. Art and manual training, in some form, are obligatory in all the grades.

Bay City, Mich. To minimize as much as possible the break between the grades and the high school, the board has recently ordered the discontinuance of mid-year graduation in a theater. Simple exercises will be held in each schoolhouse to which the immediate family and friends of the children may be invited.

The school board at Jonesboro, Ark., took in December last an effective action for ensuring the attendance of the local teachers at the convention of the Arkansas State Teachers' Association. All instructors received full pay for the Christmas holidays. In previous years the time lost was deducted.

The New York State branch of the National Society for the Promotion of Industrial Education will meet in Buffalo on February 23d and 24th. About 100 delegates are expected to attend. The meetings will be held at the Hotel Statler. A number of addresses will be made by men of national prominence in vocational work, and a tentative program has been agreed upon.

Mr. Francis H. Haserot, for seven years a member of the Cleveland board of education, and a number of times its president, on January first concluded his services by presenting a report on the work of the previous year. Few lay school officials indeed can point to such a wide variety of activities as those which Mr.

Haserot mentions as receiving his attention during his membership on the Cleveland school board.

The most important accomplishments mentioned were an increase in grade teachers' salaries, creation of a pension fund, special schools for blind and crippled children, development of special schools for backward children, introduction of industrial and technical courses, purchase of school site for deaf, establishment of separate school for delayed students, building of technical schools, normal school reorganized and housed in modern building, study course in grades simplified, term promotions introduced, co-operation of nurses with mothers and teachers, open air schools started, school gardening added to welfare work, playgrounds acquired and interscholastic meets for all grade schools introduced, and \$5,000,000 worth of buildings erected.



MR. FRANK HUMMLER
President, Board of Education,
Scranton, Pa.

ST. LOUIS CONVENTION PROGRAM

Since the publication of the program and railroad rates for the convention of the Department of Superintendence at St. Louis, February 27, 28 and 29, in the January "Journal," a number of changes have taken place in the rate concessions made by several passenger associations.

It has been a matter of great regret that the Central Passenger Association, the Trunk Line Association and the New England Association have withdrawn their previously announced rates on the certificate plan. Secretary Irwin Shepard, President C. E. Chadsey and prominent members of the department have brought every possible influence to bear upon the railroad authorities to obtain a reversal of the decision rescinding the low rate. The latter declare, however, that the effects of the various state legislation compelling two-cent fares is responsible for the adoption, since January first, of a drastic policy against all convention concessions.

The following railroad rates will be open for the convention: The Southwestern Passenger Association lines have individually granted a special rate of one and one-third fare for the round trip. The certificate plan will be adopted and only fifty persons from the territory served need pay the transportation to make the rate effective.

The Western Passenger Association has granted a minimum of two cents per mile in each direction on the certificate plan. All territory west and north of Chicago, St. Louis and Kansas City will come under this rate. The concession depends upon a total attendance of one hundred certificate-holders at the convention.

The individual lines of the Southeastern Passenger Association are considering a special rate for the convention.

The Trans-Continental lines have made no special rate for the meeting because their special nine months' rates are in daily effect. These approximate two cents per mile, or about one and one-third fare for the round trip.

The failure of certain of the railroad associations to grant the desired concessions for the convention should in no way affect the attendance of any superintendent. In former years, before the two-cent fare legislation had been enacted, the convention enjoyed rates which in many cases were not as low as the present regular fares. Superintendents in those days were able to come in large numbers because of what was then considered a low fare. The present regular rates should make it possible for every superintendent to come.

The St. Louis authorities have notified Secretary Shepard that all the preparations for the meeting have been completed. Since January first arrangements have been made to place all the convention halls, banquet rooms and club rooms of the Southern and Planters hotels at the disposal of the Department of Superintendence and the associated societies. The two hotels are but three blocks apart. The Planters will accommodate the registration headquarters.

Program.

TUESDAY MORNING, FEBRUARY 27.

Topic: Organization Affecting the Course of Study and Economy of Time.

(1) Waste and Efficiency in School Studies.—W. H. Elson, Cleveland, O.

(2) Departmental Teaching in the Elementary Grades.—Supt. W. L. Stephens, Lincoln, Neb.

(3) The Child versus Promotion Machinery.—D. E. Phillips, President Board of Education, Denver, Colo.

(4) Some Adjustments and Changes in the Course of Study and School Organization Suggested by the Needs and the Capacities of Children that Vary from the Standards Set for Average Pupils.—Supt. D. H. Christensen, Salt Lake City.

(5) The Junior High School.—Supt. J. H. Francis, Los Angeles, Cal.

TUESDAY AFTERNOON.

Topic: The Determining of School Efficiency.

(1) The Value of the Educational Commission in Determining the Efficiency of a City School System.—Calvin N. Kendall, Trenton, N. J.

(2) The Relation of the Urban Community to

Its School System.—Supt. M. G. Brumbaugh, Philadelphia, Pa.

(3) How May a City Best Determine Its Unmet Educational Needs?—W. H. Allen, Bureau of Municipal Research, New York City.

(4) The Principles Underlying Municipal Investigation of City School Systems.—Prof. Paul H. Hanus, Cambridge, Mass.

(5) Quantitative Tests in Education.—Geo. H. Chatfield, secretary, Permanent Census Board, New York, N. Y.

(6) The Criteria of Judgment in Determining the Relative Efficiency of City School Systems.—Supt. W. E. Chancellor, South Norwalk, Conn.

TUESDAY EVENING.

Ideals and Modern Education.—President A. Ross Hill, Columbia, Mo.

The Function of the Kindergarten in the American Public School System.—Lucy Wheelock, Wheelock Kindergarten Training School, Boston, Mass.

WEDNESDAY MORNING, FEBRUARY 28.

Topic: Problems Relating to Child Welfare.

(1) The Duty of Superintendents in the Enforcement of Child Labor Laws.—Owen R. Lovejoy, General Secretary, National Child Labor Committee, New York, N. Y.

(2) How Far Shall the Public School System Care for the Feeble-Minded?—Supt. James H. Van Sickle, Springfield, Mass.

(3) Does the City Trade School Successfully Meet the Demand for Vocational Education for the City Child?—Supt. Carroll G. Pearse, Milwaukee, Wis.

(4) How Should the School System Contribute to an Intelligent Choice of Vocation on the Part of the Pupil?—Asst. Supt. George Platt Knox, St. Louis, Mo.

(5) The Education of Girls.—L. D. Harvey, Menomonee, Wis.

Annual Business Meeting.

WEDNESDAY AFTERNOON.

Topic: Agriculture in the Rural Schools.

(1) The Educative Value of the Study of Agriculture.—Earl Barnes, Philadelphia, Pa.

(2) The Teaching of Agriculture in the Schools: (a) To What Extent Can Agriculture be Taught Below the High School? (b) What the States Have Done in Teaching Agriculture in Rural Schools.—Philander P. Claxton, United States Commissioner of Education, Washington, D. C.

Round Table of Superintendents of Larger Cities led by Supt. S. L. Heeter, St. Paul, Minn.

Round Table of Superintendents of Smaller Cities led by Supt. S. O. Hartwell, Kalamazoo, Mich.

WEDNESDAY EVENING.

(1) America's Most Important Unsolved Educational Problems.—P. P. Claxton, U. S. Commissioner of Education, Washington, D. C.

(2) The Schoolhouse as the Civic and Social Center of the Community.—Edward J. Ward, University of Wisconsin, Madison, Wis.

THURSDAY MORNING, FEBRUARY 29.

Joint session with the National Council of Education.

Topic: By What Standards or Tests Shall the Efficiency of a School or a System of Schools Be Measured?

Preliminary report presented by special committee, headed by Professor George E. Strayer, Columbia University, New York, N. Y.

THURSDAY AFTERNOON.

(1) The Bookman in His Relation to the Text-book Problem.—Frank A. Fitzpatrick, Manager, American Book Co., Boston, Mass.

(2) The Effect on Education and Morals of the Moving Picture Shows.—Supt. Joseph R. Fulk, Seward, Neb.

(3) The Standardization of Janitor Service.—Supt. Guy Wilson, Connorsville, Ind.

(4) Relative Cost of Education of High and Elementary School Pupils.—Supt. Ernest O. Holland, Louisville, Ky.

Program National Council of Education.

Special session to be presided over by President Charles H. Keyes, New York, N. Y.

MONDAY MORNING, FEBRUARY 26.

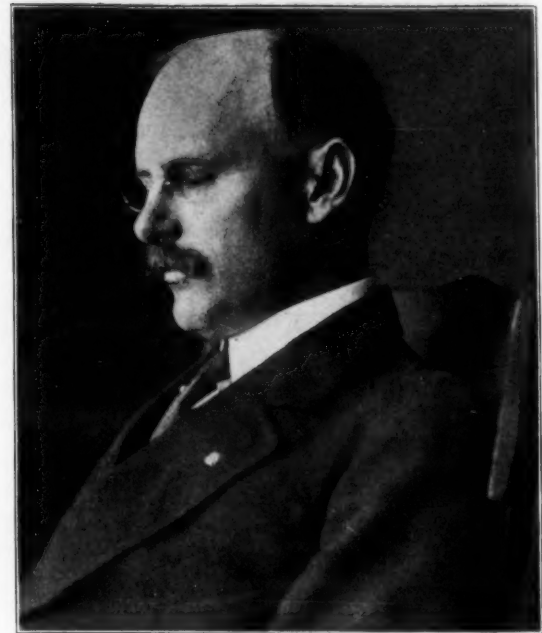
Report of Committee on the Culture Element and Economy of Time in Education. To be presented by Chairman James H. Baker, University of Colorado, Boulder, Colo.

MONDAY AFTERNOON.

Report of Committee on Special High School Preparation of Candidates for Normal Schools. To be presented by Chairman David Felmley, President, State Normal University, Normal, Ill.

MONDAY EVENING.

Report of Committee on Problems Relating to the Health of the School. To be presented by



CHARLES E. CHADSEY

Denver, Colo.

President, Department of Superintendence.

Chairman Thomas D. Wood, Columbia University, New York, N. Y.

WEDNESDAY MORNING, FEBRUARY 28.

Report of Committee on Rural School Education—Needed Changes. To be presented by Chairman E. T. Fairchild, State Superintendent of Public Instruction, Topeka, Kans.

Program Department of Normal Schools.

THURSDAY MORNING, FEBRUARY 29.

Special session to be presided over by President W. J. Hawkins, Warrensburg, Mo.

Standards of Measuring the Efficiency of Normal School Students.—President Charles McKenny, State Normal School, Milwaukee, Wis. Discussion led by President L. H. Jones, State Normal School, Ypsilanti, Mich.

Report of Committee of Eleven on Normal School Statistics.—Homer H. Seerley, President, Iowa State Teachers' College, Cedar Falls, Ia.

WEDNESDAY AFTERNOON, FEBRUARY 26.

The Attitude of the Normal Schools Towards Education.—W. J. Hawkins, President State Normal School, Warrensburg, Mo.

The Work of the Normal School in Reorganization of the Elementary School Curriculum.—James V. Sturgis, President State Normal School, Geneseo, N. Y. Discussion led by Eugene V. Bohannon, President State Normal School, Duluth, Minn.

The Place of the State Normal School in Agricultural Education.—E. E. Balcomb, State Normal and Industrial College, Greensboro, N. C. Discussion led by A. O. Thomas, President State Normal School, Kearney, Neb.

National Society for the Study of Education.

Discussion of year books, the subjects of which are: (1) Typical Experiments in Industrial Education; (2) Agricultural Education in Secondary Schools.

Society of College Teachers of Education.

MONDAY, FEBRUARY 26.

What Should be the Difference Between Graduate and Undergraduate Work in Education?—Edward F. Buchner, Johns Hopkins University, Baltimore, Md. Discussion led by Charles De Garmo, Cornell University, Ithaca, N. Y.

MONDAY AFTERNOON.

The Relation of Normal Schools to Departments and Schools of Education in Universities.—George F. James, University of Minnesota, Minneapolis, Minn. Discussion led by Charles H. Johnston, University of Kansas, Lawrence, Kans.

Undergraduate Degrees in Education in Various Colleges and Universities and Their Academic and Professional Requirements.—James E. Lough, University of the City of New York, New York, N. Y. Discussion led by William H. Heck, University of Virginia, University, Va.

Topic: The Present Status of Education as a Science.

(1) Educational Psychology.—V. A. C. Henmon, University of Wisconsin, Madison, Wis. Discussion led by W. H. Pyle, University of Missouri, Columbia, Mo.

(2) Principles of Education.—W. C. Ruediger, George Washington University, Washington, D. C. Discussion led by Bird T. Baldwin, University of Texas, Austin, Tex.

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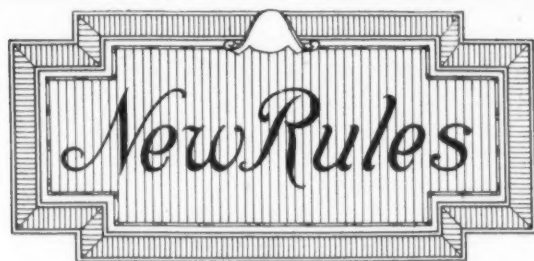
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Give Superintendent Ample Power.

The board of education of Philadelphia has recently granted Superintendent Martin G. Brumbaugh and his corps of assistants complete supervision over the high schools of the city similar to the control which they have had over the grades for many years. The action of the board is the culmination of a campaign which has been on for a number of years and ends the separate "committee domination" over the secondary schools which has long been blamed for many of the inconsistencies and faults of the Philadelphia high schools.

Under the new rules the superintendent is given power to report upon the inefficiency and dismissal of all teachers and other employees under his supervision. He is given authority to prepare all courses of study for all the schools, including the high schools, and to recommend to the proper committee increases and decreases in the number of teachers in any school. He will, by action of the committee on instruction, conduct all examinations of teachers.

The only prerogative which has been withheld from the superintendent is the duty of distributing and promoting the high school students—a task which is provided for explicitly and satisfactorily under the rules of the board of education.

The teaching body of the city and others interested in the schools are well satisfied with the new rules of the board. They believe that

the placing of all the schools under definite professional supervision and control, with the superintendent in charge as the executive agent of the board, will have a decided and immediate effect upon the efficiency of the school system.

Regulating High School Courses.

The school committee of New Britain, Conn., has recently adopted a set of regulations for the guidance of students in selecting courses of study and single branches within a course. The order requires:

1—The equivalent of fifteen subjects of not less than four recitations a week is the minimum requirement for graduation. One credit is given for each subject satisfactorily completed. Four subjects a year are required during each of the last three years. Honors in scholarship are granted to those only, who obtain sixteen credits in prepared work. Credit will be allowed for unprepared work in manual training, household economics, mechanical drawing, music and elocution in proportion to the time devoted to these subjects. No credit will be given for subjects dropped during the year.

2—A pupil may elect any subject of his year or the years preceding it, subject to the approval of the principal, but he may not elect a subject of a year in advance of his grade.

3—A foreign language must be pursued for two years to count towards a diploma, except in the case of a pupil who takes French or German as a third language in preparation for college. Two foreign languages may not be begun the same year.

4—For urgent reasons, and with the approval of the principal, a pupil may change from one course to another without loss of grade, credit being given for work already completed.

5—Candidates for the diploma of the school, except college preparatory pupils, are required to elect one year of science.

6—Pupils of one course may elect unprepared work in another course, subject to the approval of the principal.

7—Classes will not be formed in any elective course, unless a sufficient number of pupils choose the course to warrant the formation of a class.

8—Pupils until attaining three credits shall

rank as freshmen; those having three and less than seven, as sophomores; those having seven and less than eleven, as juniors; those having eleven or more, as seniors.

9—Courses for the following year should be chosen not later than the first week in May of each year. Pupils will not be allowed to change courses during the year except for urgent reasons.

10—Pupils are advised to continue electives in one line of work, rather than to elect superficially in several lines.

In revising its rules the new board of education of Scranton, Pa., has provided that committees be given wide latitude and ample powers in performing their duties. They are empowered to hear reports of the professional advisers, hear complaints and petitions. The last named may be denied by the committees or recommended to the board for action.

The Norfolk, Va., school board has recently made a rule forbidding the making of gifts by pupils to teachers and principals. Collections have been customary at Christmas for years and the board desires that the practice be discontinued.

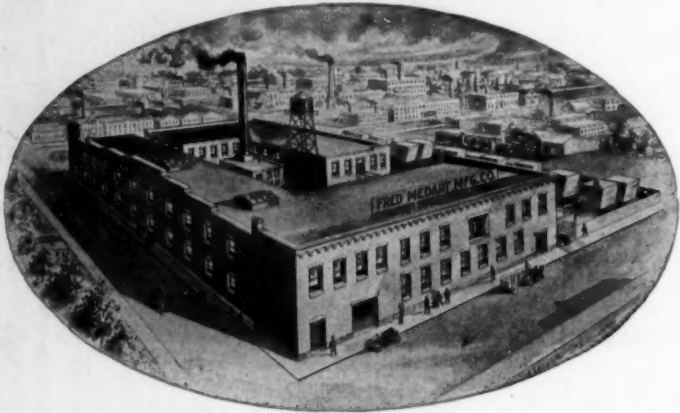
Haverhill, Mass. The school committee has revised the regulations governing athletics in the high school so as to permit the election of a student to the advisory athletic board. The latter body is now composed of a member of the school committee, the superintendent, the principal of the school, the director of physical training and a student.

St. Louis, Mo. The school board has revised its rules so as to require from societies which make use of rooms in school buildings a rental sufficient to cover the cost of janitor service and other incidental expenses. When meetings are held, outside the regular hours, the janitors in attendance are allowed an extra compensation of \$1 per meeting.

The school committee of Boston has recently prohibited evening dancing parties held by student organizations in the high schools of the city. The cadet hops and class parties must be held Saturday afternoons, if at all.

To Visiting Superintendents

interested in Gymnasium Equipment we extend a cordial invitation to visit our plant. It is devoted exclusively to the manufacture of Gymnasium Supplies, Playground Apparatus and Steel Lockers.



We can supply much valuable information and literature on the subject of correct equipment of Public School Gymnasiums.

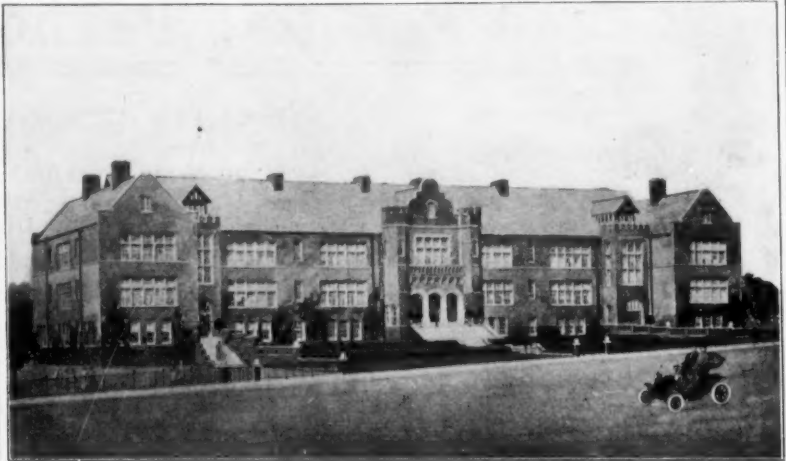
Medart Gymnasium Apparatus is used almost exclusively in the St. Louis Public Schools.

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Mr. R. W. Paltridge, western representative of the Frick Company will be in St. Louis during the meeting of the Department of Superintendence, with headquarters at the Planter's Hotel. Let him tell you about Frick Clocks operating on storage batteries.

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SCHOOL ADMINISTRATION IN THE SOUTH.

(Continued from Page 20)

furniture and equipments are being placed more for the convenience of the young student than for appearances. In a few more years, if matters progress as we hope they may, it may come to pass that the schoolhouse will be so complete in its appointments that the child will feel quite at ease in the schoolroom, and work will become a pleasure to him.

To secure general hygienic conditions, the school is only the starting point. Some of the homes, many of the streets, and a number of the rural districts must be reached. There lies the problem. How are we going to accelerate this interest in the hygiene of living until it penetrates every nook and corner and wipes out the causes of physical irregularities? Certainly the school can do no greater service than to instruct the children in such a way that they will understand, and understanding, will enlist the support of their parents in the fight against insanitary conditions, insect sources of contagion, of malaria, typhoid, and some other preventable diseases. This work of giving instruction in hygienic living may be done in an informal way, though by devoting a definite amount of time to it, by making use of the materials of the enviroing life of the child. Formal instruction should be given where possible in the practical application of the principles of household science with reference to sanitation, dietetics, contagious diseases, care of the sick, effects of stimulants, narcotics, growth of strength, formation of good habits, and physical ideal. Talks, illustrated lectures, and experiments should be given as often as suitable occasions present themselves until all the people can appreciate the advantages of general hygienic conditions and are willing to

apply their knowledge toward health preservation.

What Shall We Teach Southern Children?

Just what we should teach our southern children is a great problem difficult of solution. For centuries men have been attempting to tell us what we ought to teach children, and it might be well for us to pause long enough to examine some of the answers. The ancient Jew says, "Teach him the piety of Jehovah that he may be good;" the Spartan says, "Teach him to develop physical strength, endurance, and patriotism that he may be a useful citizen;" Plato raises his voice out of the historic past and says, "Teach him to control his appetite and balance the elements of the soul so that each may tend to the perfection of the other;" Herbert Spencer, of more recent time, would teach him science, the knowledge of which is of most value, and Herbart says, "Teach them morality, for it is the highest aim of humanity, and consequently of education." But none of these men quite solve our problem here in the south, I fear. I would that our children have the piety of Jehovah, the physical development of the Spartan, the control of Plato, the knowledge of Spencer, and the morality of Herbart; but I fear then that there might be a deficiency in their education. They have not been trained in service. Did not Christ, our master teacher, teach that service is the true aim of life on earth?

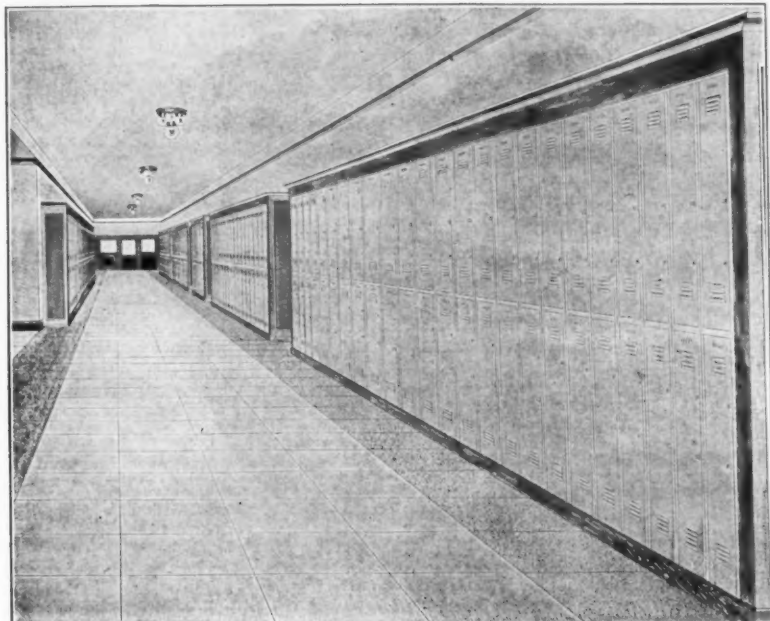
Our curricula are lacking yet in that they fail to give sufficient training in the doing of things. Knowledge may be power, but without service it is latent power. Education should teach the child to know, to love, and to do; and what he shall know, what he shall love, and what he will do depends largely upon the training he gets in the school. We see boys and girls leaving the

schools at very tender ages, feeling that they are not getting the help that they need in the solution of life's problem. We are yet planning too much for the pupil that is going to graduate, go higher, and enter some one of the learned professions, and we are forgetting the large majority of our children who never go through school at all. The great problem of life is how to secure food and protection for the body, and while this is not the highest aim of life, it nevertheless is the first aim of life. Consequently education should first look to the solution of this great life problem, and secondly to the highest development of individual social efficiency.

As we proceed along the course of civilization, the school curriculum is made to tax more and more the intellectual capacities of the child while not enough is done to train the individual in earning an honest living and in making a home. Vocational training, including household economics and arts, should be given more or less in all schools for the benefit of those who are not preparing to enter the higher callings of life. So far as social efficiency is concerned the majority of the children are leaving the schools to enter life's activities for weal or woe without any training at all in service. The school that elevates and broadens the tastes of its pupils through intellectual development without giving them the necessary vocational training to supply their increased wants stands in great danger of having a large percentage of its pupils fall short of their possibilities in the world's work.

Our education should train for a better general development of the physical man. Teachers, pupils, and parents must awaken to the meaning of a sound mind in a sound body. Life from a physical standpoint has become too easy

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for our boys in the towns and cities, and in consequence thereof we find ourselves in danger of a sort of physical degeneracy upon the part of our male population in the places named. Our athletics are at fault because they fail to reach only a small portion of our pupils. Our playgrounds are inadequate to the demand, and our children must play in the streets and alleys, the children's energies are misspent, and false tastes are developed, which lead him astray in search of the things that will gratify his ungoverned appetite and baser wants. A larger portion of the school day should be devoted to systematic and instructive play, and in order that this may be done, more playgrounds must be provided for the children who should play under the direction of teachers who know what play means to the development of the child. Provisions should be made for the holidays and vacations that the work may not fail in its purpose. Games that will engage all the children should be selected for their value in bringing about desirable physical development and intellectual sagacity.

From what I have said you may observe that the problems of school administration in the south are not very unlike those of any other section of our republic. One of the great problems of any people is the education and training of their children so that each individual may perform an admirable share of the world's useful work, earn while doing this work sufficient of the necessities and conveniences of life to sustain himself and those dependent upon him, and develop a spirit of happiness full of the joy of living right and doing good unto others. Such education will approximate the ideal by giving the pupil physique, knowledge, power, and character. This is the kind of education we need here in the south to qualify our children to

share evenly in the industrial prosperity and the intellectual progress of the future. This is the kind of education needed by all people everywhere dispersed upon the face of the earth.

A THREE YEAR RETARDATION RECORD.

(Concluded from Page 14)

making up of lost work, and similar matters that lessen a pupil's grasp upon his work or lower his grades. The exercise of greater care and sympathy, and in general, a greater concern for the individual, rather than so much concern for the "room," has produced some valuable results in more ways than indicated by the table, for such things cannot be reduced to figures.

The gist of the matter is this, just such attention was paid to the elements of loss and waste that would be paid in a careful business enterprise. To reduce to the minimum the loss in so precious a material as the teacher has to deal with, would seem to be worth the best efforts of all whose aim is constructive teaching.

Civic Co-Operation with Public Schools.

The Bureau of Municipal Research of New York City has recently conducted an inquiry on the civic co-operation which has been effected during the past year in promoting the welfare of the public schools. According to a bulletin issued by the bureau 315 city superintendents of schools report outside co-operation and 200 superintendents of this number mention women as being of assistance.

The following table indicates how women in 125 cities work for the schools:

Nature of Assistance	No. of Cities Co-operating	No. of Cities Not Co-operating
Playgrounds	70	55
Domestic science	62	63

Public lectures	54	71
School gardens	52	73
Sanitary improvements	51	74
Kindergartens	48	77
Decorations	45	80
Industrial training	45	80
Examination for physical defects	44	81
Relief of needy	44	81
Inspection for transmissible diseases	41	84
Securing women on school board	37	88
Instruction in hygiene	35	90
Instruction in civics	33	92
Group instruction of parents	32	93
Night schools	31	94
Music	31	94
Dental examinations	30	95
Fresh air in all rooms	29	96
School lunches	28	97
Scholarships	27	98
Vacation schools	26	99
Free treatment of physical defects	26	99
Recreation	25	100
Improvements in school law	22	103
Athletics	21	104
Increased school budget	19	106
Free treatment of teeth	19	106
House to house instruction of parents	19	106
Open-air rooms or schools	16	109

It is interesting to note the organizations through which women work. In forty-two cities the federated women's clubs were active and in twenty-seven cities mothers' congresses. Civic clubs contributed in seventeen cities; D. A. R. in eight cities; kindergarten societies in seven cities; W. C. T. U., public educational societies, playground societies and teachers' societies in five cities each. Charity organization societies, college clubs and N. E. A., and home and school leagues were active in each of their localities. Social service leagues, visiting nurses' associations, juvenile court associations entered the schools each in three cities.

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The Editor's Mail

Equal Pay for Women.

104 West 84th Street.

New York, January 7, 1912.

My Dear Mr. Bruce:

I cannot let the article by Mr. William Lyndon Hess of Newark, N. J., go unanswered, although it is so full of misstatements that it scarcely deserves an answer. Mr. Hess asks "Why, all over is the cry today, the schools are over-feminized and are turning out an effeminate product rather than a virile product as they should?" This cry of over-feminization was created by the men like Mr. Hess, who oppose equal pay, and who have taken that for their slogan to offset the honest appeal of the noble women teachers of this country for justice. That there is no foundation in fact for this cry is proved daily by the young people of the rising generation. Mr. Hess, being an easterner, probably does not realize that it is only in the east where the schools have been for a long time entirely dominated by masculine influence, that that cry is heard. At the west, where the schools are more progressive and freer than they are in the east, where the young people themselves are more progressive and possess greater initiative than the children of our large cities of the east, the schools are almost entirely in the hands of the women. There are school systems in our rising and rapidly growing western towns where not only the teachers and principal are women, but also the superintendent of the town and county, and in some cases of the state itself, and no one grumbles at this condition. The people of the west are not in the least afraid that their young boys are going to be feminized because the woman teacher imparts the knowledge which Mr. Hess would have us believe, can only be thoroughly and well imparted by man. Possibly our westerners, who are in closer touch with nature, and have the broad sky, mountains and valleys constantly before them, think and teach more clearly, and look straight ahead. They realize that no one dislikes an effeminate man more than a woman. A man will tolerate effeminacy in a man, while a woman will scorn it.

"It is the clothing bills which is woman's largest liability." * * * If one could compare the clothing expense of the average young man teacher and young woman teacher, I think it would unquestionably be found that the average young man spends more for his clothes than the young woman for hers, in spite of the variety and change that she shows, and it is because nearly all girls have the creative instinct and expect to make a large part of their wardrobes.

Even on the subject of married women in the schools, people are growing more progressive and are beginning to realize that a woman is no worse for being a mother of a family. It has been decided in the courts of California, New York, and several other states that it is not against the policy of the state for good women to marry, and that therefore, marriage is not a just ground for dismissal from the service in the public schools, and that it is unfair to exact a vow of celibacy from women teachers, when it is not exacted from men teachers.

I have long admired President Elliot, and I sincerely regret that he should, in this controversy on equal pay, have taken the wrong side. It is natural, when one lacks arguments, to deal in

invectives. When President Elliot descends to calling it "silly" to talk in favor of equal pay, he has given up the fight and has as good as said he had no arguments to oppose that which his prejudices make him desire to oppose.

After all, what is the use of answering Mr. Hess? He is like that delightful Mrs. Partington, of whom we have so long heard, who tried to sweep out the Atlantic Ocean with a broom when it rose at her door and invaded the sacred precincts of her parlor. Mr. Hess is arguing against a step forward in evolution, but evolution pays no attention to this, even as the Atlantic Ocean continued to rise in Mrs. Partington's parlor in spite of her broom.

Yours truly,

Katherine D. Blake.

LIBRARY OF THE BUREAU OF EDUCATION.

The United States Bureau of Education at Washington, D. C., possesses a special pedagogical library of more than 100,000 volumes, which, while primarily a working collection for the Bureau staff, is also designed to serve, so far as possible, as a central reference and circulating library for educators throughout the country. Acting under the direction of Commissioner P. P. Claxton, Acting Librarian J. D. Wolcott has prepared the following statement concerning the resources of the library which are fully offered to teachers, school officials and students of education as an aid in their work:

"In certain classes of educational literature, the library is clearly the most completely equipped in the country. Such classes are its files of official school reports, laws, etc., state and city; of catalogues and reports of universities, colleges and schools; of transactions of educational associations; and its bound sets of educational periodicals, all of which are constantly augmented and kept up to date. Both American and foreign publications are included in these classes, which form a collection of valuable source material for investigators in educational administration, practice and history. The library also contains a large collection of school and college textbooks of early and recent date, in all the principal subjects, which is undergoing amplification and arrangement so as to illustrate the history of textbook publication and to furnish examples of the best modern productions in this field.

"On subjects in educational history and administration, theory of education, and principles and practice of teaching, the library contains a very full representation of both early and recent works, and special effort is made to secure all current publications, domestic and foreign, which deserve a place in a complete pedagogical library. There is also a large collection of pamphlets, many of them unusual and otherwise of value. The library has a dictionary catalogue of printed cards, copy for which is largely prepared by its own cataloguers, in co-operation with the Library of Congress, whose system of classification is used for the books on the shelves.

"The library offers to readers the use of its material according to two methods: (1) By direct consultation at the Bureau in Washington; and (2) by interlibrary and personal loans.

"(1) Suitable reading-room accommodations are available at the library, and visitors are cordially invited to make it their headquarters for the prosecution of research and study, for which every possible facility and assistance will be furnished. Investigators are allowed direct access to the shelves.

"(2) To non-residents unable to visit the lib-

rary, books which can be spared without detriment to the office work will be loaned free of charge under the interlibrary loan system, by which a library in the borrower's home town assumes responsibility for the loan. In certain cases, books may be loaned to teachers under the guarantee of a responsible school official, or of a personal deposit. Non-resident teachers, schoolmen, and students of education are invited to send requests for the loan of books desired, which will be filled, if possible. Books are regularly forwarded by mail, under frank, and may ordinarily be retained for two weeks, subject to renewal.

"The library also supplies bibliographical information on educational subjects, and on request furnishes lists of references to literature on any such topic. It has on file reference lists on more than 800 standard subjects, and constantly makes new special compilations, as occasion arises, besides preparing for publication monthly and annual bibliographies of education. As an aid in this work, a card index to important educational material in current periodicals, society publications, and official reports is maintained."

BOOKS RECEIVED.

English for New Americans. By W. S. Field and Mary E. Coveney. 60c. Silver, Burdett & Co., New York.

Selections for Memorizing. By Avery W. Skinner. 70c, complete. Silver, Burdett & Co., New York.

An Introductory Algebra. By John H. Walsh. New York City. 50c. D. C. Heath & Co., Boston.

Pitman's Commercial Spanish Grammar. By C. A. Toledano. \$1. Isaac Pitman & Sons, New York.

Home Life in All Lands. By Charles Morris. Book III. 60c. J. B. Lippincott Co., Philadelphia.

Barnes Writing Books: Teachers' Manual; Books I, II, III and Primer, \$1.50 doz. A. S. Barnes & Co., New York, Boston, Chicago.

Patriots and Tyrants. By Marion F. Lansing. 40c. Ginn & Co., Boston, Chicago.

Stories and Story-Telling. By Angela M. Keyes. D. Appleton & Co., New York.

Carroll & Brooks Sixth and Seventh Readers. By Clarence F. Carroll and Sarah C. Brooks. D. Appleton & Co., New York.

Harmonic Part-Reading. By William A. White. \$1.50. Silver, Burdett & Co., New York, Chicago.

Primary Speller. By Edwin S. Richards. 25c. D. C. Heath & Co., Boston.

Selected Poems. Edited by Henry W. Boynton. 25c, net. The Macmillan Co., New York, Chicago.

How to Learn English. By Anna Pryor and Anna I. Ryan. 55c, net. The Macmillan Co., New York.

A Laboratory Manual of Physics. By C. E. Linebarger. D. C. Heath & Co., Boston.

Reclaiming a Commonwealth and other essays. By Cheesman A. Herrick. \$1, net. John Joseph McVey, publisher, Philadelphia.

How to Read and Declaim. By Grenville Kleiser. \$1.25, net. Funk & Wagnalls Co., New York.

Heroes of Everyday Life. By Fanny Coe, Boston. 40c. Ginn & Co., Boston, Chicago.

Selected Letters of Pliny. Edited by High Macmaster Kingery. Scott, Foresman & Co., Chicago, New York.

Practical Methods in Arithmetic. By John R. Walsh, New York City. \$1.25. D. C. Heath & Co., Boston.

A Handbook of Health. Book II, by Woods Hutchinson, M. D. 65c. Houghton Mifflin Co., Boston.

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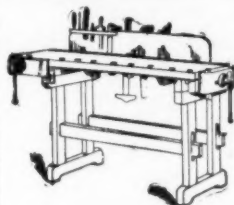
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School Room Hygiene

The Importance of Cloakrooms.

One of the neglected factors in the sanitary arrangement of schools is the cloakroom. The need for attention to it is pointed out in a report of Dr. E. H. T. Nash to the Wimbledon, England, Education Committee. "It is extraordinary," writes the doctor, "how school architects entirely neglect this extremely important part of a school building, and the poorer the neighborhood the more important is the proper planning of the cloakroom."

The doctor finds that the English custom is very much like the American practice of placing cloakrooms near the center of the school or in a corridor with practically little or no ventilation. "Only those," he says, "who have experienced what a cloakroom in a poor neighborhood smells like on a warm, wet day can realize the crying need of due consideration in the planning of cloakrooms, not only with regard to ventilation but also with regard to space. There is no doubt whatever that, in the poorer schools, vermin are spread very largely in the cloakrooms, as the pegs are much too close together, and the clothes on the upper row hang over and touch those on the lower row, and vermin may spread from an infected hat on to a clean child's clothes below."

The doctor finds that in practically none of the Wimbledon schools are there any arrangements for drying the children's clothes, a matter which can readily be arranged for with a little ingenuity and very little expense. He suggests that instead of wooden partitions on which the coat hooks are screwed supports of iron pipes be placed through which hot water is circulated. For ventilation he urges that "it should be a fundamental principle that all cloakrooms are completely shut off by cross air currents from the school proper and have at least three sides open to the fresh air; in addition it is advisable that the upper windows be replaced by glass louvres or perforated zinc." The cloakroom in a school arranged thus under the doctor's directions produced very satisfactory results. The cloakroom was practically free from smell as soon as the top openings in the windows were fitted with perforated zincs through which the air could be circulated.

Medical Inspection of Schools.

Medical inspection of schools has for years been receiving marked attention of those interested in the welfare of young people. Experience of many cities shows that a marked increase in the number of cases of contagious diseases is apt to appear soon after the fall opening of schools. A single epidemic frequently costs a city more than would years of inspection and prevention.

The following results are claimed for inspection:

- (1) Prompt isolation of all infectious and contagious cases.
- (2) Proper disinfection and sanitation of schools and homes.
- (3) Prevention of epidemics without closing schools, churches and stores.
- (4) Provision for medical aid for the poor.
- (5) Discovery and correction of various physical defects of children.
- (6) More efficient instruction of parents and teachers, as well as of children, as to the cause and prevention of disease.—M. F. Miller, Fort Collins, Colo.

The city board of health of Salt Lake City, Utah, has ordered that children afflicted with pulmonary tuberculosis be excluded from the public schools. While no cases have been found the action of the board is precautionary in purpose and has the endorsement of the school authorities.

Cadillac, Mich. Medical and dental inspection has been introduced in the public schools.

An international conference and exhibition of People's and School Baths will be held during the last week of August, 1912, at Scheveningen, Holland (The Hague), for the purpose of promoting public interest in bathing. An opportunity is also to be afforded to hygienists, public health authorities, sanitary engineers, school authorities and others interested to compare notes regarding the best manner of arranging and operating public and school baths. It is especially planned to bring out the hygienic results obtained from existing establishments. Municipal authorities, civic improvement societies and professional societies in all parts of the world will be invited to send delegates. Plans, photographs, models and literature are solicited by the international committee for exhibition.

The United States is represented upon the International Committee by Dr. Wm. Paul Gerhard of Brooklyn, who has already begun the organization of a national committee.

No aspect of the fight against tuberculosis among school children has been more encouraging than the movement for open-air schools. According to the National Association for the Study and Prevention of Tuberculosis there were on January 1, 1912, ninety-one open-air classes in operation in the cities of the United States. These were established as follows:

During 1907.....	1
" 1908.....	2
" 1909.....	10
" 1910.....	16
" 1911.....	62

Total, January 1, 1912..... 91

A class of thirty-five children of Springfield, Mass., have been enrolled since December fourth in an open window room. During the short time the class has been in operation satisfactory progress in study and considerable improvement in health are reported.

The school board of Brookline, Mass., has recently issued a set of regulations for medical inspection in the public schools, in which it is provided that the inspectors shall visit each school twice a week. During these visits they are required to examine all children who have not presented certificates of successful vaccination or who have returned to school after an absence on account of sickness and have not presented a certificate from the family physician or the chief medical inspector. Every child showing ill health or who has previously been excluded by the inspector shall also be examined at these visits. Records of all visits are to be made on cards provided for the purpose and kept at the office of the school inspected until the end of each month, when they will be sent to the superintendent of schools for filing.

A list of seventeen diseases is given and a child contracting any of these is to be excluded from school for arbitrary periods, varying from eight weeks for whooping cough to two weeks for measles.

Under the new regulations the inspector will examine every child under his supervision early in the year and report any apparent defects to the parents or guardian of the child. Ventilation, heating and sanitation of the school buildings also comes within the province of the medical inspector. The official is forbidden to prescribe treatment in cases except pediculosis, impetigo contagiosa and scabies, and it is provided that a third party will, if practicable, be present at all examinations.

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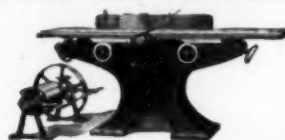
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SOME WASTE MOTION IN SCHOOL ADMINISTRATION.

(Concluded from Page 24)

Proactive influence in this matter that is worth noting. Through these inspections of various sorts the school is in an advisory capacity only, much of this advice is resented and not followed because there is no legal obligation to follow it. This creates in the minds of many pupils and parents the notion that the schools have little or no real authority, that teachers have no right to make demands, but can only advise. This leads to unnecessary friction, i. e., lost motion, when the school demands home study, or that the pupils study at the buildings outside school hours, and when teachers attempt to enforce attendance, punctuality, etc.

Co-Operation Needed.

I dare say we have law enough to cover these situations now, but I hear from principals that the responsibility entailed by the increased functions of the school has far outrun their authority for getting things done. In some sections of our country a close and continuous co-operation between the schools, the juvenile court and the charitable agencies has contributed powerfully to the efficiency of the schools, secured good work through the regular channels, and reduced the need for special classes to a minimum. Such co-operation is eminently desirable, and not impossible anywhere when the need for it is felt acutely enough.

Conserving Energy.

I take it the prime function of a teacher is to teach. I wish we could devise some dynamometer for measuring how much of a teacher's energy goes into other collateral work of the school, and how much into teaching. A teacher is not primarily a bookkeeper, an accountant, a statistician, a policeman, or a nurse, yet she has to exercise the functions of all of these. A friend of mine who has investigated the matter, asserts that there are people in city employ in the city where he works, who draw salaries of \$600 to \$1,200 for doing not over twice as much clerical work as the teacher in the grammar grades is called upon to do, and this in addition to her other avocations. However this may be the amount of clerical work in a city school is enormous. Ninety per cent. of it demands no skill that cannot be obtained in a \$12 or a \$15 a week clerk. It is interesting to note that the Boston finance commission has recently recommended this kind of assistance in the schools.

Scientific Management.

If it is worth while in the business world to devote careful, painstaking study to the number of motions necessary to laying brick, handling pig iron, or painting a structure, is it not worth far more to conserve human endeavor in developing the human product.

In every field of labor today the keynote in management is co-operation. Meetings and conventions are constantly being held, and these meetings are largely given over to the discussion of organized experimentation looking

toward the most economical use of time and energy. Standards are being set, and the results obtained by one are at the disposal of all. I think there is a hint for schoolmen here. I believe we should be more efficient administrators if we knew more about how other people, other schools and communities are meeting their problems. One of the best services school boards could render the school would be to commission some of the people in its employ to visit some of the best school systems in the country, and to report on what they find there. This is already done by some cities, and the results have justified all the expense incurred.

In this paper I have pointed out certain dissatisfactions that exist in the public mind with schools as they are, and while we don't have to agree with the critics who assert "the schools are a generation behindhand," I think we will all agree they are not so efficient as they could be. I have tried to suggest that the remedy lies in the closer co-operation of all the agencies having to do with social welfare, and a critical examination of our own practice in the light of collective judgment, based upon tried standards.

Address Bristol County Teachers' Association.

Urge Promotional Examinations.

The adoption of promotional examinations for determining deserved increments in the salaries of teachers is the most important departure in policy recommended by the Buffalo board of school examiners.

While the board expresses the opinion that the efficiency of the teaching staff is noticeably above the average, they regard the system of promotional examinations in force in the leading cities of the United States as a desirable one, and a proper and effective method of bringing about the improvement of teachers generally and especially of those teachers who are below reasonable standards in their work.

"Where there is a permanent tenure of office in Buffalo," they say, "there is a noticeable tendency on the part of teachers indifferent to their personal advancement and the progress of their schools to follow a routine rut, oblivious of the demands of the times for that progressive effectiveness that is absolutely necessary to teaching success. As long as there are no flagrant failures or absolute demoralization, the superintendent is helpless, the department suffers in silence and the annual salary increase falls alike into the purse of the progressive and the apathetic teacher.

"Teachers who perfunctorily perform their school tasks year after year, dealing with the daily routine in the same manner that characterized their first teaching efforts, are not in the way of educational progress and teaching effectiveness. Methods of instruction are changing from year to year and it is necessary that teachers keep abreast of the educational advance both in professional learning and in general information if they wish to develop and maintain the maximum degree of usefulness in the schools.

"Although in Buffalo up to this time no promotional examinations have been required as a prerequisite to attainment of the annual sal-

ary increases, there should be some manifestation of progressive efficiency that would indicate the teacher's worthiness of additional salary. In Boston, Chicago, Baltimore, Cincinnati and other cities, teachers who on two successive occasions fail to pass these examinations, are compelled to terminate their employment at the end of the school year registering the second failure. Generally these examinations consist of three parts: (1) success in school during the preceding year; (2) a professional paper in psychology, educational methods and principles in the elementary schools, and history of education; and (3) academic study in some one line. In some cities the study of English is emphasized in the promotional examinations above the other features. The teachers who satisfactorily pass these examinations offer to the school authorities convincing proof that they are pedagogically alive and advancing with the lapse of years."

The Teachers' Educational League of Buffalo has issued a statement in answer to the suggestion made by the board of examiners, saying:

"It would seem as if the board of examiners would swing the pendulum backwards, for it is more than fifty years since Superintendent Victor M. Rice, of Buffalo, tried promotional examinations, which proved such a failure that he dropped them, as was also the case in Chicago."

They deny the truth of the statement that teachers are inclined to perform their tasks perfunctorily and to lose their maximum degree of usefulness. In defending their professional zeal they point to their activity in seeking extension of professional courses and lectures at the University of Buffalo, and ask that the board provide lectures and other means of improving the spirit of the corps.

Advantages of Manual Training.

1.—It trains the hand and the eye and develops the powers of observation.

2.—It helps to develop habits of neatness and order and system in one's work.

3.—The student acquires a knowledge of tools and a skill in their use that will stand him in good stead, whatever the occupation he may follow.

4.—Students become very much interested in the work, especially boys with a mechanical turn, and it thus helps very materially in holding the older boy in school.

5.—It enables every student to discover his particular aptitude and follow the line of work for which nature has fitted him. Many a dullard in mathematics or Latin is at home in a school of training.

6.—A good school of manual training tends to aid in the development of factories and other industries in the town.—Prof. Charles S. Potts, University of Texas.

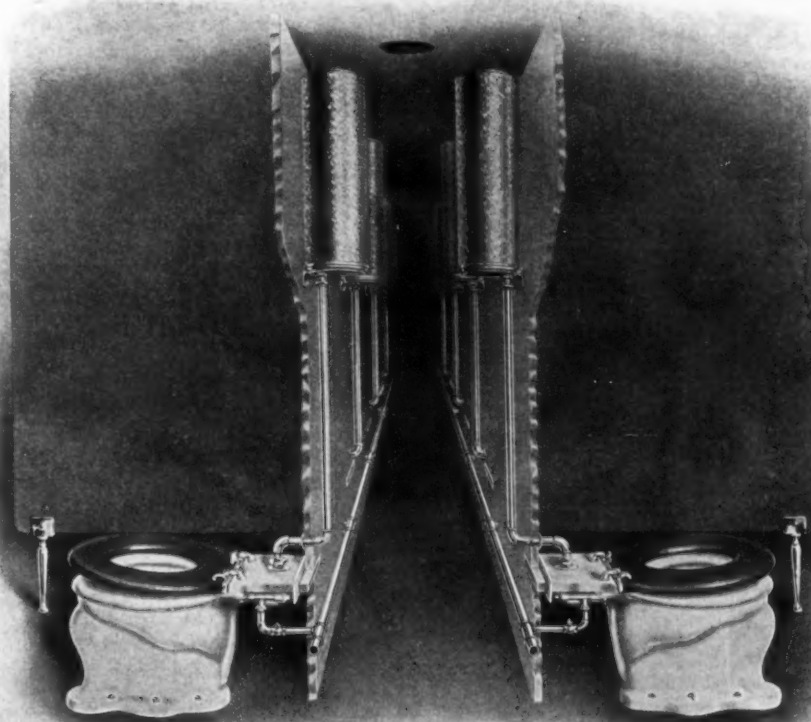
The school department of Brockton, Mass., is considering the establishment of reserve insurance fund for protecting the school buildings and their contents. The property of the district amounts to nearly a million dollars and is unprotected against loss from fire.

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Alabama.

Florida—Contract has been awarded for 2-story school.

Arkansas.

Argentine—Propose erection of high school. Fort Smith—Lutheran board of elders has begun raising of money for erection of school on Twelfth street.

California.

Los Angeles—Archts. Hunt & Burns have plans for 2-story school; \$50,000. Archt. C. A. Faithful has plans for 9-room school building at Rose Hill. Santa Paula—Archt. A. B. Sturgis, Los Angeles, has plans for 2-story polytechnic high school. Fresno—Bids have been received for two schools. Stockton—Contract has been awarded for Weber grammar school. Santa Ana—Bids were received January 9 for location of site for polytechnic high school and grammar school. Corning—Site has been selected for Union high school. L. S. Stone, Archt., Oakland. Woodland—\$90,000, bonds, have been voted for high school. Los Angeles—Archt. Frank L. Stiff has plans for 2-story school. San Diego—Archts. Quayle Bros. & Cressey have plans for polytechnic high school; \$200,000. San Gabriel—Archt. Paul V. Tuttle, Los Angeles, has plans for school; \$11,000. Sacramento—Sites have been considered for grammar school. Union—\$15,000, bonds, have been voted for high school. Centerville—The citizens are in favor of building a grammar-school. Gilroy—Archt. H. H. Weeks has plans for 2-story school; \$50,000. Lodi—\$150,000, bonds, have been voted for high school. Santa Barbara—Plans have been accepted for normal school.

Colorado.

Colorado Springs—The board has purchased site for school buildings on cottage system plan; \$125,000.

Connecticut.

Greenwich—The board of education is considering erection of two schools in the spring.

District of Columbia.

Washington—Campaign has been started for erection of new eastern high school. The board

has discussed the question of erecting a grade school.

Georgia.

Douglas—\$25,000, bonds, have been voted for school building purposes. D. J. Knowles, city clerk. Dublin—Propose issuance of bonds for mechanical and industrial school building. T. J. Blackshear, city clerk. Savannah—Plans are being discussed for erection of school. Atlanta—Propose erection of two boys' high schools in the north and south sides of city.

Illinois.

Chicago—Figures were received January 3 for 3-story Carter school. Decatur—Archt. Geo. P. Stauduhar, Rock Island, has plans for 8-room school; \$60,000. London Mills—Archt. N. K. Aldrich, Galesburg, has plans for 4-room school; \$12,000. Waukegan—Propose erection of \$25,000 school, northwest section of city. Canton—The board of education is considering erection of grammar school. Springfield—The school board is considering the question of erecting a new Lincoln school. Bloomington—Contract has been awarded for West Side school. Urbana—Site has been selected for high school. Carlinville—Sum of \$35,000 voted for fireproof building.

Indiana.

Glenwood—Archt. W. H. Gams, Connorsville, has plans for 6-room school. Waveland—Archts. Padget & Dickinson, Terre Haute, have plans for 2-story school building; \$35,000. Bids advertised about first of year. Newcastle—Two 6-room schools will be erected in the spring. L. C. Boyd, president, board of education.

Iowa.

Estherville—The Commercial Club voted for erection of high school. Schleswig—The school district is planning a modern school building; \$7,500. Storm Lake—The plans of Architect John Latenser, Omaha, Neb., have been adopted for school. Victor—\$25,000, bonds, have been voted for school. Davenport—Archt. Arthur H. Ebeling has plans for 3-story school; \$60,000. Work to be postponed. Webster City—Proposals have been received for high school. New Sharon—Bids will be received February 15 for 2-story school; \$30,000. Payne & Son, Archts., Carthage, Ill. Waterloo—Contract for 3-story school will be awarded March 1st; \$30,000. J. G. Ralston, Architect.

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Boone—The school board has discussed plans for school; \$100,000. Wellman—Committee has been appointed to secure site for school. Allison—Erection of school is proposed.

Kansas.

Wichita—8-room school will be erected; \$60,000. Lindsborg—Archts. Wilmarth & Zerbe, Salina, have plans for 2-story school; \$20,000. Oneida—Archt. F. C. Squires, Topeka, has plans for 2-story high school; \$25,000. Figures received January 15. Emporia—Plans for erection of \$100,000 school have been discussed.

Louisiana.

Vidalia—Bids have been received for 2-story high school. Raceland—School will be erected; \$20,000. Port Barre—High school will be erected. Jena—Contract has been let for high school; \$27,000.

Maryland.

Baltimore—16-room school building will be erected; \$100,000.

Massachusetts.

Boston—Plans are in progress for 16-room school, Holmes District; 4-room school, Wolcott District; 4-room schools in Mt. Hope and Longfellow Districts; 12-room school, South Boston; 8-room school, Adams District. East Bridgewater—Site has been considered for high school. Natick—The citizens have petitioned for a loan of \$110,000 for erection of high school in Center Village. Framingham—Petition was presented to secure legislation by which the town might have the use of the school site. Stockbridge—Plans have been submitted for high school; \$50,000.

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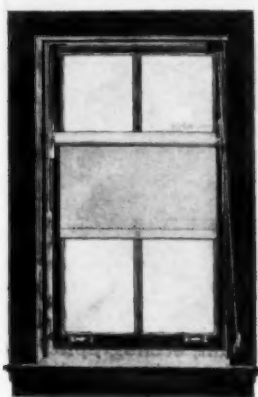
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Michigan.

Holland—2-story high school will be erected; \$75,000. Flint—Preliminary plans have been submitted for 2-story grade school; \$60,000. W. C. Lewis, clerk, board of education. Saginaw—Two-story school will be erected, \$50,000. Muskegon—\$45,000, bonds, have been voted for school. Address clerk, board of education. Pontiac—The school board will call special election to vote on question of high school.

Minnesota.

Moorhead—The Commercial Club is agitating erection of high school. Winton—Archts. F. L. Young & Company, Duluth, have plans for 2-story school. Hutchinson—District No. 67 voted \$2,400, bonds, for erection of school. Biwabik—Site has been selected for \$125,000 school. Eveleth—School District No. 39 proposes issuance of \$60,000, bonds, for 10-room grade school. Hibbing—Plans have been received for high school; \$130,000. Work will start in the spring. International Falls—\$90,000, bonds, have been voted for school. Lewiston—Archt. E. A. Myhre, Winona, is preparing plans for 1-story parochial school. Rochester—Two-story Lutheran school will be erected. Winsted—\$2,000, bonds, have been voted for school, District No. 67. Gary—School will be erected on Reis street. Hancock—Erection of high school is contemplated. Minneapolis—The board directed that plans be made for high school. Hewitt & Brown, Minneapolis, and William B. Ittner, St. Louis, Archts. Grade schools will be erected on Thirteenth avenue and on Hiawatha site; probably one south of Lake street.

Mississippi.

Natchez—Archt. R. H. Hunt, Chattanooga, Tenn., has plans for 9-room school; \$60,000. Brooklyn—Agricultural high school will be established.

Missouri.

St. Louis—Archt. Wm. B. Ittner has plans for 3-story Penrose school; \$200,000. Manchester—Archt. N. O. Vegley, St. Louis, has plans for two school buildings; \$10,000. St. Louis—Fremont and Mt. Pleasant schools will be reconstructed; \$55,000. Kansas City—School will be erected on Fifty-seventh street.

Montana.

Belgrade—Contract has been awarded for Baker Creek school. Chester—Contract has been let for school. Livingston—Plans have been discussed for school.

Nebraska.

Winnebago—The board is contemplating erection of school in the spring. Norfolk—Archt. J. C. Stitt has plans for 2-story parochial school; \$15,000. Duncan—Archts. Wurdeman & Grabe, Columbus, have plans for 2-story school; \$5,000. Contract will be awarded in spring. Harvard—C. W. Way & Co., Archts., Hastings, are preparing plans for high school; \$20,000. Osceola—

Archt. W. F. Gernandt, Fairbury, has plans for high school. Contract let about January 10. Hebron—\$20,000, bonds, have been voted for school. C. W. Way & Co., Hastings, Archts. Fremont—Erection of school is being discussed.

New Jersey.

Garfield—Two and one-half-story school will be erected. John F. Kelly, Archt., Passaic. Caldwell—Archt. E. E. Twist, Passaic, will prepare plans for 3-story school. Newark—Archt. A. F. Lansing, Watertown, has plans for 8-room school; \$20,000.

New York.

New Rochelle—Archt. August Sundberg has plans for 1-story institute; \$4,500. Ardsley—Erection of school is contemplated in the spring; \$50,000. New York—Archts. Mann & McNeill have plans for 3-story school; \$25,000. Buffalo—Archt. M. C. Miller has plans for 3-story technical high school; \$500,000. Contract let about January 20. School No. 3, School No. 13 and School No. 32 will be erected. Jamestown—Site has been purchased for Fairmount Avenue school. Lockport—A recent communication of the state department of education has made necessary a new school building. New York—School will be erected, Bryant and Vyse avenues.

North Carolina.

Kinston—Three buildings will be erected, North Carolina School for Feeble-Minded. Durham—Bids have been received for school, West Durham.

North Dakota.

Powers Lake—The board of education is planning a school building. Casselton—Propose issuance of \$37,000, bonds, for erection of high school.

Ohio.

Columbus—Archts. D. Riebel & Sons have plans for 16-room school; \$90,000. Euclid—Archt. F. C. Warner, Cleveland, has plans for three school buildings. Tiffin—School for Orphan's Home is contemplated. Dayton—Archt. W. E. Russ has plans for 2-story parochial school. Rev. T. J. Gallagher, pastor. Contract will be awarded soon. Port William—Proposals have been received for school. Cleveland—Archt. F. S. Barnum has plans for deaf school. Rockaway—Four-room school will be erected; \$10,000. R. C. Gotwald, Archt. Cleveland—High school of commerce and six primary schools have been recommended by school director C. E. Orr.

Oklahoma.

Lawton—10-room school building will be erected in north addition. Holdenville—Bids have been received for school. Ardmore—Propose erection of high school.

Pennsylvania.

Philadelphia—Archts. Ballinger & Perrot have plans for 3-story parochial school; \$50,000. Archt. J. H. Cook has plans for 3-story school; \$100,000.

Doylestown—Estimates have been invited for erection of high school. Schultzeville—School will be erected. Kreamer—Two-room school will be erected.

Rhode Island.

Providence—Plans have been prepared and site has been donated for school, Darlington section. Work will probably start in the spring.

South Dakota.

Aberdeen—Archt. J. W. Henry, Aberdeen, will prepare plans for Northern Normal and Industrial School building. Elk Mountain—Bids have been received for school, District No. 20.

Tennessee.

Chattanooga—Archt. A. G. Lamont, Wilkinsburg, Pa., has plans for school building. Livingston—High school will be erected. Cordova—School will be erected. Lucy—School will be erected. Capleville—School will be erected.

Texas.

Waco—Proposals have been received for 2-story school, East Waco. Houston—Bids will be received February 15 for Rusk school. Frankston—Archt. J. F. Watson, Austin, has plans for 7-room school; \$8,000. Beaumont—Bids have been received for College Street school; \$20,000. Houston—\$30,000, bonds, have been voted for colored grade school and high school.

Utah.

Brigham—Bonds have been voted for school. Ernest P. Horsley, clerk, Box Elder School District. Spanish Fork—Contract has been awarded for high school. Payson—Contract has been awarded for high school.

Virginia.

Radford—Archt. Chas. M. Robinson, Richmond, has plans for school building, State Normal and Industrial School for Women; \$200,000. Norfolk—Ordinance passed for issuance of \$32,000 to erect 16-room school.

Washington.

Brewster—\$12,000, bonds, have been voted for high school. Tacoma—Archts. Heath & Gove have plans for parental school; \$25,000. Contract let January 15. Eltopia—School will be erected; \$10,000. Everett—Plans have been prepared for 8-room vocational school; \$40,000. Spokane—Archt. R. C. Sweatt has submitted plans for 10-room Cannondale school; \$80,000.

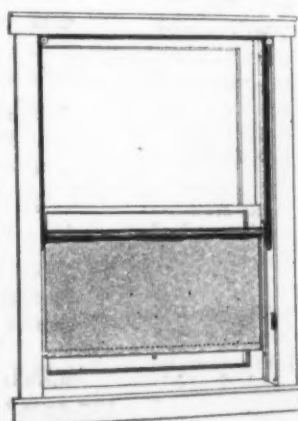
Wisconsin.

Highland—The school district has secured a loan of \$25,000 for construction of high school. Milwaukee—Industrial school will be erected; \$2,500,000. Barronett—Bids have been received for erection of school. Green Bay—The council has passed the school bond ordinance for erection of two schools. Waupun—The citizens will ask the state for loan of \$37,000 for high school building.

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BOOKMAN IS AUTHOR.

Few agents for educational publishing houses break into the ranks of textbook authors. Even though bookmen are among the best judges of manuscripts and can almost instinctively declare whether a work will succeed or not, the commercial influences of their labors are so strong that very few ever try to write a book.

Mr. C. S. Hammock, New England manager for the A. S. Barnes Company, is an exception to the rule. Although he has been successful in selling books, he has proven that he is also a thorough student of a specialized field of educational endeavor, and that he can produce a number of "good sellers." No doubt his long and wide experience as a supervisor, superintendent and conductor of institutes, added to a European education in art, have been strong factors in his success.



MR. CLAUDE STUART HAMMOCK
New England Manager, A. S. Barnes Co.,
Boston, Mass.

Following five years' experience as general agent, in Pennsylvania, of the art publications of the Prang Educational Company, he joined the staff of D. C. Heath & Company in 1908. Jointly with his wife, Mrs. A. G. Hammock, he published, through the Heaths, a series of drawing books, known as the "Parallel Course Drawing Books." These he followed with a series entitled "Manual Arts for Elementary Schools," about two years ago.

In 1910 he resigned his position as manager of the art department of D. C. Heath & Company to devote his entire time to the production of a graded course in arm-movement writ-

ing. In September, 1911, he became connected with A. S. Barnes Company as general manager of their Boston office.

The study which Mr. Hammock and his wife have been making of writing and methods of teaching this branch in American schools has just come to fruition. Within the past month the Barnes Company has issued The New Barnes Series of Writing Books, of which the Hammocks are the authors. We wish them much success.

A FRUITFUL PLOWING.

The success or failure of a textbook adoption frequently hinges upon elements altogether foreign to the pedagogic merits of the work under consideration. In fact, the bookman is confronted continually with situations which are extremely ridiculous in themselves and should never enter into so serious a matter as selecting books that are to be used in the public schools. However, the predicaments in which members of the book fraternity find themselves, some times contain a touch of humor, which more than compensates for the embarrassment of the moment. Such was the case, at one time, with Mr. George Atwood, representative for Allyn & Bacon, in New York state. The story is told by Mr. W. G. Hartranft, the genial, whole-souled Pacific Coast manager of Silver, Burdett & Company:

"Mr. Atwood was at one time working in Western Pennsylvania for Silver, Burdett & Company and he drove out into the country to see a farmer member of the board of three that was that night to let a contract for readers for the township. Mr. Atwood left town early in the morning and arrived at the farmhouse just after noontime.

"He started to make his speech to the board member out in the field where he found him plowing. This man happened to be an Irishman, and he interrupted him with, 'Be aisy now, me boy, I'm busy and I've no time to be talkin' to yez, but if ye'll just take hold of them plow handles and plow awhile, I'll be back and we'll have a talk.'

"Now, Mr. Atwood had on his city clothes, including low shoes and had had no luncheon. But he started in to plow expecting every moment to see the smiling countenance of Mr. McGinnis. After plowing a couple of hours, he grew thoroughly angry, but as he had put in so much time, he didn't want to lose what he might have gained by the work, so kept on.

"About six o'clock Mr. McGinnis arrived. Atwood was so angry he almost choked when he attempted to speak, but cooled off considerably when Mr. McGinnis said, 'Well, me boy, and now what's the name of them readers that you want me to vote for tonight? Ye've done a good job this afternoon and I'd like to do some-thing' for yez.'

"Mr. Atwood replied, 'The Silver-Burdett Readers,' expecting next an invitation to the farmer's home for dinner. However, the invitation did not come, and he drove back to town, tired and hungry and somewhat soiled.

"Several bookmen were in the little town and in the evening they took their turn appearing before the committee and telling the merits of their books. Mr. Atwood came last. After making a short talk on the pedagogical features of the Silver-Burdett readers, he turned to leave the room.

"Just as he reached the door, he saw Mr. McGinnis rise, sweep aside a stack of readers with his arm, and say, 'Now, gentlemen, we've heard all of these talks and I've made up me mind that there's one set of readers that we don't want, and that's them Silver-Burdett readers. I don't like that man, Atwood, neither do I like his books'—the door closed.

"Ten minutes later it was opened and Atwood was summoned, and to his great surprise, asked to sign the contract for the Silver-Burdett readers.

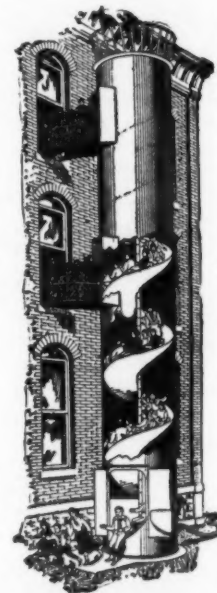
"Overjoyed as he was at the result of the adoption, he nevertheless had it in for McGinnis and waited around for him to start home that he might give him a piece of his mind for his treasonable conduct. He found him and



Other things being equal, stenographers familiar with office detail, are preferred to those with less general knowledge. The almost automatic operation of manual work on the Smith Premier Model 10, leaves the mind free to learn the details of a business. It's their brain work as well as hand work that wins the permanently profitable positions for graduates of schools equipped with Smith Premier Typewriters. . . .

SMITH PREMIER TYPEWRITER CO., Inc.

Executive Offices, 319 BROADWAY, N. Y.



IS the best Fire Escape in the world too good for you or the children in your care? If not then tell your School Board about the

Kirker-Bender the Spiral Slide

in use all over the U. S.

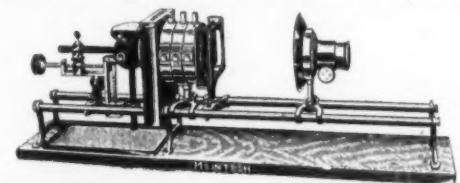
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DOW WIRE & IRON WORKS, Inc.

LOUISVILLE, KENTUCKY

"McIntosh Lanterns are Honest Lanterns"



THE COLLEGE BENCH LANTERN

has been designed and built to meet the demand for a high grade school lantern which is interchangeable for Lantern slide, microscope, vertical, and opaque projection.

It is backed by the McIntosh guarantee, and 35 years' experience (we build nothing but Lanterns).

We have a fine line of educational slides for sale and rent.

We have a little booklet "Projection Pointers" which is sent on request. Our catalog is free—write for it.

MCINTOSH STEREOPTICON COMPANY

427 Atlas Block

CHICAGO

AMERICAN PORTABLE HOUSE CO.

Manufacturers of
Portable Houses of all descriptions
Permanent Homes, Summer Residences
Camps, Bunk-Houses, Churches, etc.



School House

We make a specialty of Portable School Buildings. Now in use in nearly all sections of the United States. Our Patent Construction insures a building that is absolutely dry, warm, well ventilated and healthy. Correspondence solicited. Write for catalogue, plans and prices to

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Patented Nov. 2, 1909

7 Sizes

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FINISHED TO MATCH
SCHOOL DECORATIONS

Manufactured by

LANGSLOW, FOWLER CO.

Rochester, N. Y.

The Moulthrop Movable and Adjustable School Chair

The School Seat of the future

ADJUSTABLE to meet the needs of the growing child.

MOVABLE to meet the requirements of modern school sanitation and educational methods.

RECOMMENDED by the Dept. of Child Hygiene, Russell Sage Foundation.

IN USE IN

Philadelphia, Pa., Washington, D. C., Rochester, N. Y., S. Norwalk, Conn.,
Forrest City, Ark., Summit, N. J., Hibbing, Minn., Raleigh, N. C., Evansville,
Ill., Greeley, Colo., Greenville, S. C., Albany, N. Y.

Write for Catalogue

EXHIBIT AT

National Conference of Superintendents of Schools

St. Louis, Mo., Feb. 26, 27, 28 and 29, 1912

started to berate him, when Mr. McGinnis stopped him with, 'Aisy, now, me boy, aisy. Don't you know that there's two *Dutchmen* on that board? And don't you know that I always get just what I *don't* want? And so when I said I was against those readers of yours, and made a hot fight against them they just went in as though they were greased.'

Mr. E. G. Rich has recently joined the agency force of Eaton & Company, Chicago. Mr. Rich was at one time connected with the Macmillan Company, and until his recent change was a member of the editorial staff of D. C. Heath & Company.

Mr. A. S. Ritts has been appointed manager of the Pennsylvania office of Johnson, Blagden & McTurnan (Thompson Brown Company) at Altoona, Pa.

Silver, Burdett & Company are abandoning their Philadelphia office. Mr. C. W. Turner, who has lately been in charge of Philadelphia and vicinity, leaves his position. Mr. George Cake, who had charge of the office work, will remain with the Silvers as field man.

Eugene D. Burbank, for several years representative of the Ginns at Los Angeles, has been promoted to an important position in the Chicago office of the house. He is at present in the Philippines and will not assume his new place until spring. Mr. Burbank is an Iowan and began his book work in Des Moines.

B. E. Richardson is representing D. C. Heath & Company in Ohio.

Fred Gowing, of D. C. Heath & Company, recently represented the book fraternity of Philadelphia before the board of education of the Quaker City. Mr. Gowing urged that the rules of the board be made less stringent in defining the time when bookmen may interview principals of schools.

Mr. John H. Beers has recently accepted the agency of the Macmillan Company in southern California. He will be connected with the San Francisco office of the firm and will cover all of the counties of the state north of Sacramento.

JANITORS.

Worcester, Mass. A new schedule of salaries for the janitors employed in the public schools has been adopted by the school committee. It provides an average increase of nearly seven per cent in weekly wages and raises the payroll \$3,081 per year. The new basis of payment is as follows:

4-room buildings,	\$12.00 per week;
6-room buildings,	12.50 per week;
8-room buildings,	13.50 per week;
10-room buildings,	14.50 per week;
12-room buildings,	16.00 per week;
13-room buildings,	16.50 per week;
14-room buildings,	17.00 per week;
15-room buildings,	17.50 per week;
16-room buildings,	18.00 per week;
18-room buildings,	19.00 per week.

The committee also provided a new rule that janitors who, on account of personal illness, are necessarily absent from their schoolhouses, be paid portions of their regular salaries for day school work, as follows:

Janitors who have served less than ten years, twenty-five per cent for a period not exceeding four weeks.

Janitors who have served more than ten years, fifty per cent for the first week, and twenty-five per cent for each succeeding week, for a period not exceeding three weeks.

Following a policy of retrenchment, the Omaha board of education has recently ordered a cut in the pay of janitors in whose buildings vacant rooms are located. The reductions are as follows:

In eight and ten-room buildings,	\$4 per month.
In twelve-room buildings,	\$3.50 per month.
In fourteen-room buildings,	\$3 per month.
In sixteen-room buildings,	\$2.50 per month.
In eighteen-room buildings,	\$2 per month.

The school committee of Springfield, Mass., is finding difficulty in promulgating a new law which prohibits janitors of schools, like other public employees, to work more than eight hours daily. The janitors claim that they cannot find

time to start their fires at 6:30 a. m. in cold weather, dust, fill inkwells and change towels, look after the unlocking of doors, clean walks, sweep rooms, clean windows and woodwork without additional help. It is probable that the committee will, in part, accede to the request of the janitors.

A new schedule of salaries for janitors employed in the Milwaukee public schools has been adopted by the board of school directors and put into force since the first of the year. It fixes the compensation of the janitors as follows:

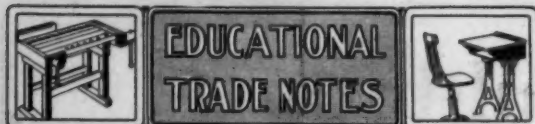
Cleaning and General Service.—For all cleaning and general service, janitors shall receive compensation upon a basis of twenty-five cents per annum for each square foot of the gross area of all floors, excluding partition space and boiler room space, subject, however, to a monthly deduction of \$5.00 for each vacant classroom. An additional sum of \$30 per annum shall be paid for extra cleaning of kindergartens, same to be scrubbed at least once each week. An additional sum of \$50 shall be added in schools containing cooking centers.

Ventilation.—For care and operation of one fan equipment with gas power \$126 per annum; for one fan equipment with electric power \$100 per annum; for each additional fan equipment \$50 per annum.

Heating.—For winter season of eight months, October to May, inclusive, \$30 per month for one boiler or furnace; \$40 per month for more than one boiler or furnace, excepting where there are three boilers of Hawley type or similar \$50 shall be paid.

Barracks.—Adjoining school, \$8 per month for winter season; \$5 per month for summer season.

Meetings.—For all free public meetings (pupils' after school meetings excepted, and benefit entertainments to be paid privately), afternoon, 50 cents; afternoon on holidays, \$1.50; evening, \$1.50; evening, each additional room over five, 25 cents.



TRADE EXHIBITORS AT ST. LOUIS.

The third floor of the Planters Hotel will, during the meeting of the Department of Superintendence of the National Education Association, serve as the official exhibitors' headquarters. Several rooms have already been arranged for, and unquestionably the entire space will be taken up by the educational trade interests.

It is to be expected that the superintendents of schools and other school officials, who are in any way interested in the purchase of modern and model school furniture and equipment, will make a note to visit these exhibitions as one of the features of the convention. Undoubtedly there will be some new things of great interest shown, things which are adaptable to the schools of every visitor to St. Louis.

During the past years the exhibits conducted by commercial interests in connection with the Department of Superintendence have changed very materially in character. In years gone by the book publishers and the more strictly professional trade interests have been conspicuous. Of late, an entirely new style of exhibitor has come into existence, and no doubt the average superintendent has welcomed his appearance.

It is always a very difficult and trying matter for a superintendent of schools to allow the shipment of samples of school desks, furniture or heavy equipment unless large purchases are planned. Many things cannot be sold by sample, and the average school man must grope in the dark or be satisfied with catalogs.

There will be at St. Louis school desks of every variety, manual training equipment of several kinds, and many of the other supplies and equipment which the superintendent can see only in catalogs, in school buildings, or during the winter meetings of the Department of Superintendence.

It is here suggested that interested school officials note the place and location of the commercial exhibits. The third floor of the Planters Hotel, as already mentioned, will be devoted to commercial exhibits and will undoubtedly attract very much attention. Every superintendent will be obliged to go to the Planters Hotel at least once during the meeting to register and a visit to the third floor will not only be interesting but most profitable.

An Experiment in Seating.

An experiment in the seating of primary classes is being made by Superintendent Elmer L. Cave of Bellingham, Wash. The first grade room of the Silver Beach school in Bellingham has been furnished with round tables and chairs, each accommodating eighteen pupils. The tables are made of fir, measure six feet in diameter and have compartments for holding books and materials. Mr. Cave believes that the ordinary desk is unfitted for use in primary rooms because many of the activities require a great amount of freedom and action.

Interesting Move.

The School Art and Manual Training exhibit of the United States to be made at the International School Art Exposition in Dresden, Germany, during the summer of 1912, will be shown at Baltimore, May 8, 9 and 10. The Eastern Manual Training and Art Teachers' Association will meet at that time and the display will be supplemented with commercial exhibits.

Secures New York Adoption.

The New York board of education has just adopted Dixon's Special Black, and Dixon's Beginner pencils for the city schools. These pencils are manufactured by the Joseph Dixon Crucible Co., of Jersey City, N. J. They are large and contain smooth and soft leads of large diameters, specially prepared for use in schools.

Completes Sales Organization.

Thomas Charles Company of Chicago completed its entire sales organization on January 1st in a most interesting way. Three most congenial gentlemen now cover the territory in which this company acts as general western agents for Milton Bradley Company of Springfield, Mass. Mr. Thomas Charles, of course, continues as president and treasurer of the company, and William T. Dix as secretary.

The three gentlemen who constitute the field sales force of the Thomas Charles Company are Messrs. Harry W. Nott, Wm. H. Matheny and Edward H. Elwood. Mr. Nott, who came to this company two years ago, is a native of Canada. He was educated in Massachusetts and spent his apprenticeship, so to speak, in the home office of the Milton Bradley Company at Springfield. He



WM. H. MATHENY



HARRY W. NOTT



EDWARD H. ELWOOD

Traveling Representatives of Thomas Charles Company, Chicago

represents the house in Michigan, Indiana and Kentucky.

Mr. Matheny covers Illinois, Iowa and Nebraska; and Mr. Elwood, Wisconsin, Minnesota, North and South Dakota. Mr. Matheny is an Illinois man and was educated in Wesleyan University at Bloomington. Mr. Elwood was born in Wisconsin and is a Ripon college alumnus. Both gentlemen have had extended school experience as teachers, representatives of educational publications and the like.

The completion of the sales force of Thomas Charles Company marks a step in the progress of this company. It is the rounding out in a process of evolution of more than passing interest. Messrs. Charles and Dix certainly are to be complimented on the progress of the Thomas Charles Company.

Celebrates Fiftieth Anniversary.

Eberhard Faber Pencil Company celebrated the fiftieth anniversary of the establishment of their business in the Yacht room of the Astor Hotel on the evening of December 20th, 1911. A dinner was given to Eberhard Faber, L. W. Faber and Edward E. Huber, the officers of the company, by the selling staff and heads of departments of the company.

The fiftieth anniversary of any company certainly marks a milestone in its progress. This company, with a most excellent school department, has been producing pencils and materials for schools for an enviable number of years. The celebration was most fitting in marking the progress of a house, which is one of the largest educational trade companies in existence in this country.

The Eberhard Faber Pencil Company was established by Eberhard Faber, in 1861, in a three-story brick factory at the foot of East Forty-second street, New York. The building was about 75x100 feet, and this, with the exception of a small building known now as the Japan House, comprised the entire plant. A yard used for the storage of cedar logs adjoined the factory. The factory was built close to the wharf to receive the cedar logs which were shipped from Cedar Key, Fla., by water.

On May 28, 1872, the factory was destroyed by fire, together with the entire stock and machinery. In July of that year a new plant was prepared in Greenpoint on Staten Island. On September 1, 1872, the plant was in complete working order, and the manufacture of lead pencils again began.

In 1879, Eberhard Faber, Sr., died and was succeeded by J. Eberhard and Lowther W. Faber. About April 1, 1897, the latter assumed the management of the factory.

The Eberhard Faber Pencil Company now employs about 875 hands with an annual production of approximately 700,000 gross of pencils exclusive of pen holders, etc., etc. The officers are Lowther Faber, president; Eberhard Faber, vice president and treasurer and Edward E. Huber, secretary.

It might be interesting to note that Mr. C. C. Fleming, who has charge of the advertising of the Eberhard Faber Company, also has charge of the educational department, and does all the dealing for the company with the schools of this country and has many friends among the executive school officials. It is only fitting at this time to extend to this company our well wishes for a bright and prosperous future.

Interesting Circular.

The Springfield Sanitary Drinking Fountain Co., of Chicopee, Mass., has issued a most interesting circular descriptive of drinking fountains

and paper towels. It is a combination of the catalog idea and circular worked out most ingeniously. School officials are pleased with its attractiveness.

Third Edition of Pencil Geography.

The Joseph Dixon Crucible Co., of Jersey City, N. J., has just issued the third edition of "Pencil Geography," which was published several years ago. The edition is 50,000 and like its predecessors traces the complete making of the lead pencil from beginning to end. The educative value of the book has been appreciated by teachers and school officials, who have been interested in the making of a pencil, but have never been able to follow the processes of production until the appearances of this very interesting book. A letter to the educational department will bring a copy of this book free.

Enlarges Factory.

The Remington Typewriter Company has just let contracts for an addition to their factory at Ilion, N. Y. A six-story wing will be added to the main building which will contain 9,000 square feet of floor space on every floor. With the enlargements of the plant the Remington Company plans an increase of 100,000 square feet of floor space.

Moves Offices.

Lewis & Kitchen, heating and ventilating engineers, who for many years have been located at 1200 Michigan avenue, have removed to the Karpen Building and will occupy the fifth floor. Their present address is 900 Michigan avenue.

The removal of this company to its new address was compelled because of the increase in school business which has come to this company in the past few years. The present offices are located in a beautiful new building and more than double the capacity of the company. All correspondence should now be addressed to 900 Michigan avenue, Chicago.

MISCELLANEOUS.

Clow automatic closets are used in the following St. Louis schools: Ashland, Bryan Hill, Charles, Franklin, Harney Heights, Hodgen, Horace Mann, Lafayette, Meramec, New Lyon and Special Schools Nos. 1, 2, 3, 4, 5 and 6.

Oliver C. Steele Mfg. Company, Spiceland, Ind., are placing their S. L. and A. F. window shades in the Lewis and Clark school at Spokane, Wash.

Manchester, N. H. Steel desks made by the American Seating Co., have been bought for the new Maynard and Brown schools.

Aurora, Ill. The school board has awarded contracts for a vacuum cleaning plant in the new high school to the Spencer Turbine Cleaner Co., Hartford, Conn., and for a clock system to the Hahl Automatic Clock Co., Chicago, Ill.

Duluth, Minn. The school board has purchased two portable schoolhouses from the American Portable House Co., Seattle.

The long drawn out fight on the selection of steel desks for a new schoolhouse in New Orleans has resulted in the purchase of cast iron desks from the Reedsboro Chair Mfg. Co., Reedsboro, Vt.

Sixty-eight schools in the city of Detroit are to be equipped with stereopticons for visual instruction.

CLASS PINS AND BADGES

For College, School, Society or Lodge.

Descriptive catalog with attractive prices mailed free upon request. Either style of pins here illustrated with any three letters and figures, one or two colors of enamel. STERLING SILVER, 25c each; \$2.50 doz.; SILVER PLATE, 10c each; \$1.00 doz. NO

BASTIAN BROS. CO. Dept. 707 ROCHESTER, N. Y.

Plaster Casts

FOR DRAWING AND MODELING:

Reproductions from Antique, Mediaeval and Modern Sculpture, Etc.
* * * for * * *

SCHOOLROOM DECORATION

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

C. Hennecke Co.
Formators.

Milwaukee, - Wis.



Send for Catalogue

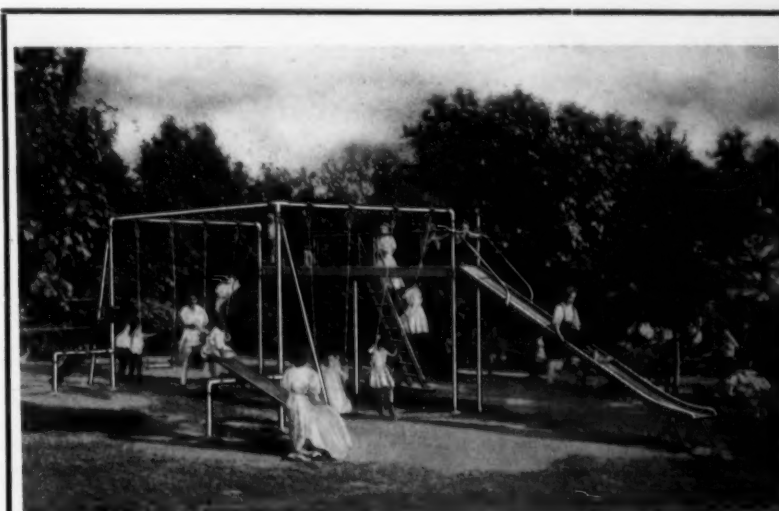
BRADLEY'S STANDARD WATER COLORS

In Cakes - In Pans - In Tubes
FOR ALL GRADES OF SCHOOL AND ART WORK

Bradley's Water Colors were originated and especially designed for educational work. They are unequalled for educational purposes, and have been more widely adopted by school boards than all other kinds combined, being officially used in over a thousand cities and towns. Prepared to meet the individual needs of every school, both in variety of assortments and prices, they will provide exactly what your school requires.

Write for beautiful souvenir catalog (sent free) describing these colors together with many other art work materials. Address our nearest office.

MILTON BRADLEY COMPANY, - Springfield, Massachusetts
Boston New York Philadelphia Atlanta San Francisco
CHICAGO: THOMAS CHARLES CO. KANSAS CITY: HOOVER BROS.



Play Outfit No. X-1100

For the Schoolyard

Popular and Efficient
Safe and Durable

A. G. Spalding & Bros. Co. Inc.

Chicopee, Mass.

tion in geography, history, literature and elementary science. A number of buildings already have lanterns and twenty have been recently ordered at a cost of \$600. The slides owned by the schools number upward of 7,000.

Fargo, N. D. The school board has recently contracted for a Richmond vacuum cleaning system to be installed in a new grade building.

Splendid Dictionary.

Webster's New Standard Dictionary, high school and collegiate edition. Bound in half leather, marbled edges, thumb index, 1,056 pages, 1,500 illustrations, eight full page plates, \$1.75. Half leather, no index, \$1.50. Laird & Lee, Chicago.

It is indeed a pleasure to page through this new edition of Laird & Lee's Webster's New Standard Dictionary. There is so much that is new, so much that is modern, and so much that is adaptable to the pupil for whom it is published, that unquestionably this book deserves favorable comment. As in its predecessors, the publishers continued the bold-face type idea with brief descriptions and explanations, together with derivations and the finer distinctions specially adapted for the average high school student.

A rather unique idea has been worked out by the publishers in the headings preceding letters of the alphabet. Instead of merely showing the one letter to cover the passing from one section to another, a drawing has been made and reproduced of this letter in the different styles of types now used in printing and the graphic arts throughout the English speaking countries of the world. This does not, however, include the oddities or styles of types which are novelties rather than standard accepted types. The Roman, Mediaeval, Italic, Script, Old English, German Block, Roman Block, are reproduced in both the capitals and lower case letter. The idea is excellent.

One of the very strong features of the work is the plain and complete manner in which everything is presented. Every vocabulary word is placed in strictly alphabetical order, and phonetically respelled for pronunciation. Synonyms and antonyms are given and also etymologies (in brackets) at the end of the definitions, the Greek and Latin roots being printed in English letters.

The full-page plates are excellent. Beginning with a world map of the English language, the publishers have incorporated color plates of the spectrum which will more and more become important as the manual arts are employed in the schools. These are only supplementary to the excellent text illustrations which illustrate matters which will attract the attention of high school pupils and teachers.

A few of the features of the book are: A Dictionary of Legal Terms, Dictionary of Rhymes, Abbreviations in Common Use, Simplifications of the Simplified Spelling Board, Markings and Abbreviations Used in Proofreading. The illustrations preceding these different departments, together with the cover designs and other illuminations, are excellent.

COMING CONVENTIONS.

Feb. 1-2. Pennsylvania School Directors' Association at Harrisburg. Wm. M. Brown, corresponding secretary.

Feb. 1-2. Northwest Central Minnesota Educational Association at Moorhead. C. W. Van Cleve, president.

Feb. 5-9. Kentucky County Superintendents' Association at Bowling Green. R. L. McFarland.

Feb. 8-9. Ohio School Board Association at Columbus.

Feb. 8-9. North Central Minnesota Teachers' Association at Bemidji. W. P. Dyer, secretary-treasurer, Bemidji.

Feb. 9-10. Northeastern Wisconsin Teachers' Association at Oshkosh. E. M. Beeman, Neenah, president.

Feb. 15-16-17. Southern Minnesota Teachers' Association at Mankato.

Feb. 16-17. Southern Wisconsin Teachers' Association at Madison. Supt. W. G. Clough, Portage, president.

Feb. 22-23. Central Kansas Teachers' Association at Hutchinson. George Edgecomb, McPherson county, president.

Feb. 23. Association of Northern Indiana Principals of High Schools at Gary.

Feb. 23-24. Southern Kansas Teachers' Association at Wichita.

Feb. 23-24. Northeastern Minnesota Educa-

tional Association at Duluth. P. J. M. Vaughn, president, Chisholm.

Feb. 27-28-29. Department of Superintendence, Department of Normal Schools and Council of Education at St. Louis, Mo.

Mar. 13-14-15. Central California Teachers' Association at Fresno.

March 14-15-16. Southeastern Minnesota Educational Association at Rochester.

Mar. 15-16. Central Illinois Teachers' Association at Decatur. H. B. Wilson, president.

Mar. 15-16. Northern Colorado Teachers' Association at Boulder. W. C. Thomas, county superintendent.

March 22-23. North Central Association of Colleges and Secondary Schools at Chicago.

Mar. 27-28-29. Southwest Nebraska Teachers' Association at McCook.

Mar. 27-28-29. Southeastern Nebraska Educational Association at Beatrice. L. S. Wolford, Pawnee City, secretary.

Mar. 28-30. East Central Nebraska Teachers' Association at Fremont. Mrs. E. B. O. Williams, secretary.

Mar. 28-29-30. State Teachers' Association of South Carolina at Charleston.

Mar. 29-30. North Nebraska Teachers' Association at Norfolk. Emma R. Miller, secretary.

Mar. 29-30. Department of Superintendence of the Minnesota Educational Association at St. Paul. W. B. Dyer, president.

Apr. 3-4-5. Southern Educational Conference at Nashville.

April 3-6. Inland Empire Teachers' Association at Spokane, Wash.

Apr. 4-5-6. Alabama Educational Association at Birmingham.

Apr. 4-5-6. Southern Illinois Teachers' Association at Mt. Vernon. May S. Hawkins, secretary.

Apr. 4-5-6. Northern Indiana Teachers' Association at Chicago, Ill. H. B. Brown, Valparaiso, president.

April 4-5-6. Alabama Educational Association at Birmingham.

Apr. 4-5-6. Southeastern Iowa Teachers' Association at Grinnell. Cap E. Miller, president.



Registered in U. S. Patent Office.

A leading Educator in Pennsylvania once said "The Eagle Pencil I am using writes so smoothly it helps me to think."

No. 245 "Alpha" for first year writing.
No. 315 "Veriblack" for free hand drawing.
No. 643 "Vocational" for mechanical drawing.
E-720 Pen, for free arm movement.

Samples free to superintendents, principals and teachers

377-379 BROADWAY **EAGLE PENCIL CO.** NEW YORK**DIXON LEADS!**

The new thought in teaching writing insists on a big pencil for the Primary Grades. This is Dixon's "Beginners' " pencil.

Every Principal and Superintendent, and every Drawing Teacher should write us for free sample of this pencil.

A color chart showing the twenty colors in which our crayons are made will also be sent.

Joseph Dixon Crucible Co., Jersey City, N. J.



Anita: "A fib is the same as a story, and a story is the same as a lie."

Nelly: "No, it's not."

Anita: "Yes, it is, because my father said so, and my father is a professor at the university, and he knows."

Nelly: "I don't care if he is. My father is a real estate man, and he knows more about lying in a minute than your father does in a week!"

A Test of Friendship.

The professor was examining a dark-brown substance spread on paper, when he was interrupted by a visit from a friend.

"I say, would you kindly let me place a little bit of this on your tongue?" said the man of learning to the newcomer; "my taste has become so vitiated by sampling all sorts of things."

"Certainly," responded the friend, thrusting out his tongue.

The professor took up a little of the substance under analysis and placed it on the other's tongue. The latter worked it round for fully a minute, tasting it as much as he would a sweet.

"Note any effect?" inquired the professor.

"No; none."

"It doesn't paralyze or prick your tongue?"

"Not that I can detect."

"I thought not. How does it taste?"

"Very bitter."

"Um-m; all right."

"What is it?" inquired the friend.

"I don't know. That's what I'm trying to find out. Some one has been poisoning horses with it."

Teacher (meeting parent of former students): "Are your children meeting with success in life?"

Father: "Yes; they've tackled life at both ends and are getting along nicely."

Teacher: "What are they doing?"

Father: "Daughter is a hairdresser and son is a chiroprapist."

The Important Work.

"Who is that thin, little woman who hurries by here early every morning, and hurries back late every evening?"

"She? Oh, she's a school-teacher. She gets about forty dollars a month for handling a roomful of children."

"And who is that big, fat, well-dressed man who strolls by here now and then, smoking a good cigar and looking at ease with life?"

"He? Why, he's an inspector of ash-barrels, or something like that. He gets two hundred a month from the city."

Nothing Much.

Old Gentleman: "Do you mean to say that your teachers never thrash you?"

Little Boy: "Never. We have moral suasion at our school."

O. G.: "What's that?"

L. B.: "Oh, we get kep' in, and stood up in corners, and locked in, and made to write one word a thousand times, and scolded at, and jawed at, and that's all."—Woman's Home Companion.

At the School Board.

Member A: "Was young Spouter's maiden speech much of an effort?"

Member B: "Yes, he bruised his fist and broke the water pitcher."

"Now, Harold," said the teacher, "if there were eleven sheep in a field and six jumped the fence, how many would there be left?"

"None," replied Harold.

"Why, there would," said she.

"No, ma'am, there wouldn't," persisted he. "You may know arithmetic, but you don't know sheep."

As Exemplified.

A learned professor was dining with the Diltzes, and the table was set with the best ware that Mrs. Diltz's china-closet afforded, according to the Youth's Companion. The guest was particularly interested in the display, and admired it greatly. Picking up the plate in front of him and noting the stamp of the manufacturer on the bottom of it, he remarked:

"I presume you know that china, or the art of making it, was discovered by accident?"

Just then there was heard in the kitchen, where the maid was busily at work, a loud crash.

"Yes," answered Mrs. Diltz, with a pained smile, "and most of it is broken in the same way."

A teacher had told a class of juvenile pupils that Milton, the poet, was blind. The next day she asked if any of them could remember what Milton's great affliction was.

"Yes'm," replied one little fellow, "he was a poet."

Johnny—"Papa, would you be glad if I saved a dollar for you?"

Papa—"Certainly, my son."

Johnny—"Well, I saved it for you, all right. You said if I brought a first-class report from my teacher this week you would give me a dollar, and I didn't bring it."

**On Him.**

Ethyl (to Gladys, who has witnessed a game of college football for the first time): "Was George on the eleven?"

Gladys: "Well, from where I stood, it looked as though the eleven were on him."

We repeat

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